

2023 - 2024

# Graduate School Course Catalog



## **Bank Street College of Education** was

established as the Bureau of Educational Experiments in 1916, and 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 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 or her as another human being seeking a good life through his or her 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, Bank Street College of Education*

*\*Note: This credo, which was originally published in the early 1950s, is a historical document and reflects the time period in which it was written. Given this, although it contains references to gender that we would not choose to use today at Bank Street, we have decided to preserve Mitchell's original language.*

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Shael Polakow-Suransky  
President

Dear Current or Prospective Student:

I offer you a warm welcome to Bank Street College of Education. This catalog will provide you with important information about our many programs for those interested in pursuing a graduate degree in education. Whether you are new to the field of education, an established teacher, or considering a career change, Bank Street has much to offer. At Bank Street, you will not only develop the skills necessary to create rich, challenging learning environments, but you will learn to inspire children and guide them towards a lifelong love of learning.

Since its inception more than a century ago, Bank Street College has focused on understanding and expanding the conditions under which children best learn and develop. By drawing upon the remarkable resources available in our on-site School for Children and Family Center (which serve children from infancy through adolescence), our Head Start center, and our many partnerships with schools, museums, and hospitals, Bank Street faculty and students are able to test and refine the Bank Street framework through deep practice-based learning.

The cornerstone of a Bank Street graduate education is advisement, a process unique to Bank Street in which students in small groups are mentored in their field experiences. In advisement—and in our courses—students connect theory with practice in ways that directly support their development as thinkers and educators. As a graduate of the Bank Street Graduate School, I can personally affirm that the Bank Street experience is transformative, practical, and specifically attuned to your learning needs.

Inspired by our founder Lucy Sprague Mitchell, at Bank Street, “we see in education the opportunity to build a better society.” Here you have the opportunity to join a powerful educational institution—one that supports experiential learning, engages and supports your development, and offers you an opportunity to shape the future through the creation of lifelong learners.

**Shael Polakow-Suransky**  
*President, Bank Street College of Education*

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# Academic Calendar 2023 – 2024

Please note: The College respects individuals' religious observances. If you are unable to make any class session, including a Friday session, because of a religious observance, please notify the course instructor by the first class session so that an alternative means can be identified for fulfilling missed class material and course assignments.

## Fall 2023

Monday, September 4	LABOR DAY—COLLEGE CLOSED
Tuesday, September 5 / 6:00 – 7:30 PM	All Student Welcome—The Barbara Biber Convocation
Wednesday, September 6	FALL TERM CLASSES BEGIN; Supervised Fieldwork Orientation
September 6–September 19	Period of Late Registration and Add/Drop for Fall term*
Monday, September 25	Financial Aid disbursement date
Monday, September 25	YOM KIPPUR—NO CLASSES
Friday, September 30	Tuesday classes held
Sunday, October 1	Priority deadline to apply for graduation for spring 2023
Monday, October 9	INDIGENOUS PEOPLE'S DAY—COLLEGE CLOSED
Wednesday, October 18	Last day for students to file for a grade of withdrawal (WD) for the Fall term
Wednesday, November 8	Integrative Master's Project Informational Session
November 21 – January 15	Spring registration
November 22–24	THANKSGIVING RECESS—NO CLASSES
Tuesday, December 12	Last day of Tuesday classes
Wednesday, December 13	Last day of Wednesday classes
Thursday, December 14	Last day of Thursday classes
Tuesday, December 19	Last day of Monday classes; FALL TERM CLASSES END
December 25–January 1	WINTER BREAK—COLLEGE CLOSED

## Spring 2024

January 2–January 12	January Intersession
Monday, January 8 / 5:00 – 8:00 PM	Integrative Master's Project Presentations—Collaborative Student Faculty Inquiries and Site-Based Inquiries
Monday, January 15	MARTIN LUTHER KING, JR. DAY—COLLEGE CLOSED
Tuesday, January 16	SPRING TERM CLASSES BEGIN
January 16–January 29	Period of Late Registration and Add/Drop for Spring term*
Tuesday, January 23	Last day to register for an Integrative Master's Project for Spring 2024
Thursday, February 1	Priority submission for FAFSA and scholarship opportunities
Friday, February 2	Financial Aid disbursement date
Monday, February 19	PRESIDENTS' DAY—COLLEGE CLOSED
Friday, March 1	Priority deadline to apply for graduation for summer 2024 (June 2024 for Summer 1 and August 2024 for Summer Long and Summer 2)
Wednesday, March 6	Last day for students to file for a grade of withdrawal (WD) for the Spring term
March 8–9	Teaching Kindergarten Conference
March 18–March 22	SPRING BREAK—NO CLASSES
April 16–May 12	Summer 1 and Summer Long registration
Tuesday, April 23	Last day of Tuesday classes
Wednesday, April 24	Last day of Wednesday classes
Thursday, April 25	Last day of Thursday classes
Monday, April 29	Last day of Monday classes; SPRING TERM CLASSES END
Tuesday, April 30	Integrative Master's Project Presentations—Collaborative Student Faculty Inquiries and Site-Based Inquiries
Wednesday, May 1	Integrative Master's Project Presentations—Independent Studies and Portfolios
Wednesday, May 8	Commencement

## Summer 2024

April 16-May 12	Summer 1 and Summer Long registration
Monday, May 13	SUMMER LONG* AND SUMMER 1 TERM CLASSES BEGIN
May 13–May 16	Period of Late Registration and Add/Drop for Summer 1 term
May 13–May 23	Period of Late Registration and Add/Drop for Summer Long term
Monday, May 27	MEMORIAL DAY—COLLEGE CLOSED
May 29–June 23	Summer 2 registration
Wednesday, May 29	Last day for students to file for a grade of withdrawal (WD) for Summer 1 term
Saturday, June 1	Priority deadline to apply for fall 2024 graduation
Tuesday, June 11	Last day of classes that meet on Tuesdays for Summer 1 term
Wednesday, June 12	Last day of classes that meet on Wednesdays
Thursday, June 13	Last day of classes that meet on Thursdays and Tuesdays/Thursdays for Summer 1 term
Monday, June 17	Last day of classes that meet on Mondays and Mondays/Wednesdays; SUMMER 1 TERM CLASSES END
Wednesday, June 19	JUNETEENTH—COLLEGE CLOSED
Thursday, June 20	Last day for students to file for a grade of withdrawal (WD) for Summer Long term
Monday, June 24	SUMMER 2 TERM CLASSES BEGIN
June 24–June 27	Period of Late Registration and Add/Drop for Summer 2 term only
Wednesday, July 3	Last day for students to file for a grade of withdrawal (WD) for Summer 2 term
Thursday, July 4	INDEPENDENCE DAY—COLLEGE CLOSED
July 17 – September 3	Fall registration
Monday, July 22	Last day of classes that meet on Mondays for Summer 2 term and Summer Long term
Tuesday, July 23	Last day of classes that meet on Tuesdays for Summer 2 term and Summer Long term
Wednesday, July 24	Last day of classes that meet on Mondays/Wednesdays and Wednesdays for Summer 2 term and Summer Long term
Thursday, July 25	Last day of Thursday classes for Summer Long term; SUMMER LONG TERM ENDS
Monday, July 29	Thursday classes held; Last day of classes that meet on Thursdays, Tuesdays/Thursdays, and Monday-Thursdays for Summer 2 term; SUMMER 2 TERM CLASSES END

\*The Summer Long term only applies to online programs.

\*\*In order to receive a 100% tuition refund, students must drop a class by the last day of the Add/Drop period. See page 132 for the full refund policy and late registration procedures. Students may register for classes up until but not after the second class meeting.



# Bank Street College Graduate School of Education

Bank Street College is a small, vibrant institution organized into three main programmatic divisions: the Graduate School of Education, Children's Programs and the Education Center. All 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 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 of and embrace 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 with people, nature and cultures. 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 others in 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 as a means of achieving social justice for all, Bank Street influences thousands of children, youth, parents, and educators throughout the United States and abroad.

## Bank Street Programs

Children's Programs includes the School for Children—a highly respected, innovative independent school for children aged three to fourteen—the Family Center for infants and toddlers, the Bank Street Head Start program—both a Head Start program and Pre-K for All program—and Liberty LEADs—a New York City-based high school completion and college access program. Many graduate students work alongside the School's and the Center's excellent faculty as student teachers and assistant teachers. Several of the School for Children faculty teach courses in the Graduate School. This interaction between divisions allows students to participate in the educational process that they learn about in their courses.

Other key programs and initiatives include: the Center for Cultural Responsiveness, the National Center for Children in Poverty, the Straus Center for Young Children & Families, and Prepared to Teach. The Occasional Papers is a series of research, practice and policy-based papers on critical themes in education. The Library includes the Center for Children's Literature and the Archive of Bank Street's historical documents.

The Graduate School, through the office of Continuing Professional Studies, provides workshops and courses (online and on site) for individual educators and professional development to schools, districts, and other agencies. The professional development efforts link the College to communities on both local and national levels through direct service programs, staff development, courses for professionals, research, advocacy, and technical assistance to other agencies and national groups launching pilot projects. The graduate-level short-format courses and workshops can be taken for graduate-level credit or professional development hours and NY State CTLE hours for teachers, administrators, and others who work with children and youth.

*"Bank Street is an intellectual hotbed of learning. It stays true to its mission in the nurturing of lifelong learning."*

**Evi, Educational Leadership**

Bank Street College has a historical and philosophical commitment to encourage diversity in our student body, staff, and programs. As a matter of policy, we do not discriminate in admissions decisions or in any educational program or activities on the basis of race, creed, ethnicity, disability, gender, gender identity, age, marital status, or sexual preference.

For over a century, Bank Street College of Education has been a leader in learner-centered education, as exemplified in our Graduate School and in our Children's Programs. 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.

Our master's degree programs closely coordinate academic work with field-based practice, preparing students for various roles as educators and leaders in schools. In addition, Bank Street prepares educators for centers of learning that include museums, child life centers in hospitals, and other community organizations. We offer many special opportunities for our graduate students, including transformative progressive pedagogy in online learning, and a range of experiential workshops that provide students with settings to engage with experts, practitioners, and other educators (page 145).

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 leadership, and some are making a career change into the teaching profession. In Fall 2022, over 680 graduate students were enrolled; 42% of the students were black or African American, Hispanic, Asian, or multicultural. The faculty of the Graduate School are scholars and practitioners, researchers, and teachers.

Graduate students enroll each term at Bank Street either as matriculated students, which means that they have applied to and been accepted into a degree-granting program, or as non-matriculated students, taking courses in the Graduate School of Education but not enrolled in a degree program. Individuals with bachelor's degrees are welcome to come and take courses as non-matriculated students.

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 146) and to the detailed program descriptions for additional certification information and prerequisites. At times minor revisions in programs may be pending New York State Department of Education approval. These are denoted in the program descriptions.

### Accreditations and Affiliations

Bank Street College of Education is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs included (full list here: [graduate.bankstreet.edu/about/accreditation](https://graduate.bankstreet.edu/about/accreditation)) have been awarded full accreditation by AAQEP through June 30, 2028. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

The Graduate School is also accredited by the Middle States Commission of Higher Education and holds memberships in the Commission 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.







## Academic Programs





# Academic Programs

All graduate degree programs include three components: coursework; supervised fieldwork/advisement; and a culminating integrative project. There are four academic terms for on campus programs: Fall, Spring, Summer 1, and Summer 2; and three academic terms for online programs: Fall, Spring, and Summer Long.

## Coursework

Courses provide students with the opportunity to engage in readings, discussions, and experiences that address enduring and current aspects of supporting the development of children and adults across a range of contexts. The coursework in all degree programs emphasizes human development and its variations; the historical, philosophical, and social foundations of education; and curriculum and inquiry. Through a variety of intellectual and experiential means, students acquire understanding of the role of education and programming to promote equity and social justice. Course instructors challenge students through assignments, problem-solving tasks, and models of active learning.

Graduate courses are generally held during weekday evenings (Monday through Thursday) once a week. In the Summer 1 term, courses are generally held twice a week in the evening. In the Summer 2 term, courses are offered during the day in a variety of configurations as well as twice a week in the evening. Courses designed for the Museum Leadership and summer-residency master's programs follow a different timetable. The course schedule, which is available online, provides the schedule details for each term.

## Supervised Fieldwork/Advisement

One component of a Bank Street education, unique to this College, is supervised fieldwork/advisement (SFW/A), a multifaceted process that enables students to integrate the study of theory with practice. This includes work as a student teacher, an assistant teacher, a head teacher, a teacher resident, an educational leader, a museum intern, or a child life intern.

During the period of supervised fieldwork/advisement, in most programs, the advisor observes the student in fieldwork settings, or through video, for half-days at least three times per semester. If the student is a student teacher or assistant teacher, advisors also work closely with the cooperating classroom teacher. The advisor and student also meet regularly for in-depth consultations.

In addition to meeting with each student individually, the advisor meets with their small group of advisees weekly or bi-weekly, depending on the program, in what Bank

Street calls the 'conference group.' 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 practice as teachers, leaders, child life, or museum professionals. They learn to apply theoretical constructs from coursework 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, including most Educational Leadership programs and some Special Education programs, have a different structure for supervised fieldwork/advisement. See individual program listings for the description of their respective supervised fieldwork/advisement structures.

As part of the Supervised Fieldwork requirements, it is important that you are familiar with student privacy and data security, as well as other pertinent regulations that protect how educational information can be shared. All students must successfully complete the course on New York State Education Law 2-d (Ed Law 2-d) within the first month of starting their fieldwork.

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

Graduate students in many of the General Education, Special and General Education, Infancy, Literacy, and Dual Language/Bilingual Education programs may choose to do supervised fieldwork/advisement as student teachers, assistant teachers, or head teachers. Some programs require a teacher residency or employment on a Trans B certification. See individual program descriptions for details. An explanation of the differences among the fieldwork options follows.

### Student Teachers

Student teachers are typically placed in two to four public and independent school sites over the course of the supervised fieldwork/advisement year. Students, advisors, and the director discuss placements, and decisions are made based on the availability of placements, with consideration of the student's professional needs and interests. Typically, the student-teaching schedule requires three to four full days per week. This position is unpaid.

### Assistant/Associate Teachers/Head Teachers

Assistant/associate teachers and head teachers are typically employed by a school five days a week. This site must be approved by the Bank Street director as a supervised

fieldwork setting appropriate to the student's program. The school principal/director must approve of the assistant or head teacher's participation in the program and agree to the use of video for the purposes of supervision. The principal/director also needs to be aware that the graduate student must have opportunities over time to apply the practices they are learning about in their programs and that in some cases, these practice may vary from typical approaches at the setting. The supervised fieldwork/advisement process entails collaboration among the graduate faculty advisor, graduate student, and head teacher or site supervisor. Students are responsible for obtaining an assistant or head teaching position on their own. The majority of students who use a paid position for fieldwork are required to complete additional unpaid fieldwork placements in the summer or during the school year to meet program and state requirements.

### Teaching Residents

Students in the TESOL and District 13 Residency programs work as teaching residents in partner elementary and/or high schools during their supervised fieldwork/advisement year. Bank Street finds the residency partnership schools. Students may need to be interviewed at schools prior to placement with mentor teachers. Students work 4-5 days a week as residents, depending on the program, and receive a stipend during their year of residency.

### Trans B Certified Teachers

Students in the Teaching Adolescents with Disabilities, Alt Cert Program must find positions as special education teachers in high needs public schools, in grades 7-12. Graduate students must be hired by a school from a list provided by the Department of Education (DOE). Bank Street must verify a student's employment in one of the DOE-approved schools. Candidates in the program fulfill their supervised fieldwork experiences through their employment during the fall and spring semesters.

### Integrative Master's Project

Bank Street degree programs require students to complete an Integrative Master's Project (IMP). As the culminating component of the degree, the IMP is expected to be a significant, academically rigorous body of work that integrates many facets of the student's experiences in the field and at Bank Street. This work will showcase how students apply theoretical knowledge to their current and future work as educators and educational leaders. Students are encouraged to discuss their IMP choices with their advisors early in their studies at Bank Street. A full description of each IMP option can be accessed at [graduate.bankstreet.edu/academics/integrative-masters-project-imp/](http://graduate.bankstreet.edu/academics/integrative-masters-project-imp/). Students in all the General, Special and Dual Language/Bilingual programs, the Child Life program, the Curriculum and Instruction program, the Studies in Education program, and some Educational Leadership

programs choose one of the options described briefly below.

**Independent Study:** This is a student-initiated project or formal study guided by a faculty mentor. The schedule for this option varies, but students generally work on it over two semesters. In order to register for the Independent Study, students must have already secured a faculty mentor who has reviewed their Independent Study proposal and committed to serve as mentor. Students have the opportunity to present their independent studies to faculty, peers, and families. Students register online through myBSC and by completing the required forms.

**Portfolio:** The portfolio option is a process across the fall and spring semesters where students generate a collection of five physical representations, called artifacts (documents, student papers, art work, video, etc.) and reflective essays, called captions, that provide evidence of their knowledge, skills, and dispositions in four domains: human development, curriculum, philosophy/history, and social context of learning. Artifacts and captions represent the students' growth through coursework and classroom experiences as well as through related personal journeys. Students meet in a group monthly to share their experiences and work with an individual mentor. Portfolio concludes with a presentation to faculty, peers, and families, an evening scheduled before commencement. Students complete an application for the portfolio in June and receive notice of acceptance by the end of July.

**Mentored Directed Essay:** Students who register for this option will be assigned a mentor by program faculty and will meet with their mentor in person and via phone/email four times during the semester. The completed essay will be read by the mentor. Mentored Directed Essay questions for each program are posted online. This IMP option is available Fall, Spring, and combined Summer 1 and 2 semesters. Students register online during the registration period for each semester.

### Site-Based Inquiry and Collaborative Student-Faculty Inquiry:

In both options, a faculty mentor will work with a group of 4-6 students, meeting four times during a semester to define and carry out a small-scale site-based research study. Students electing to do a Site-Based Inquiry will define the focus of their individual inquiry. For the Collaborative Student-Faculty Inquiry, the faculty mentor chooses the group topic within which students identify a specific area of focus. Students present their projects in January (Fall semester) or before commencement (Spring semester). Faculty mentors and meeting schedules for the two inquiry options as well as specific topics for the Collaborative Student-Faculty Inquiry will be posted before registration begins each semester. Available Fall and Spring semesters only.

For students in selected Educational Leadership pro-



# Teaching and Learning Department





# Teaching and Learning Department

Jess Wontropski, Department Chair  
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## Overview

The programs in the Teaching and Learning Department prepare graduate students to become teachers; learning, literacy, and curriculum specialists; or child life practitioners, among a range of career pathways. What connects each of the programs is the orientation that a deep understanding of human development—informed by observation, experience, research, and theory—is essential to thoughtful practice with infants, children, adolescents, and their families.

Through course and fieldwork, we support our graduate students in developing a broad repertoire of instructional methods and strategies aimed at reaching all learners. Our graduate students reflect deeply on their own practice, learning to ask critical questions and seek answers. We work to develop a practitioner's capacity to advocate for and with all children and families, and to see themselves as agents of social justice and change.

Bank Street's curriculum, in keeping with the mission of our founders, is rooted in a progressive philosophy. Our approach holds that development occurs within social contexts, in which learner and environment alike are shaped through reciprocal processes. The practitioner's role in this framework is to construct environments and experiences for and with children and their families that engage them in critical exploration of themselves, others, and the wider world in which they live. We know that people learn when they are encouraged to tap into their innate human curiosity and when learning is vital, active, and creative.

We work to develop practitioners who think carefully about and plan for the needs and capabilities of a broad range of children within diverse contexts, and in collaboration with colleagues and families. Our graduate students examine the historical, social, political, and cultural forces that impact their varied possible work environments—e.g., schools, communities, and hospitals—and the children, families, and professionals within those environments.

The department offers a range of teacher preparation programs, which align with national and state standards. These include Infancy, Early Childhood (birth through 2nd grade), Childhood (grades 1st through 6th) and Cross-Age (Early Childhood and Childhood), General and Special Education, Adolescent Mathematics and Adolescent Special Education (grades 7th through 12th), Bilingual/Dual Language Education, Reading and Literacy, Curriculum and Instruction, and Teachers of English to Speakers of Other Languages (TESOL). We have initial, professional, and non-certification options, along with partnership programs with Hunter College's and Colombia University's school of social work. In addition we have a Studies in Education program as well as a fully online Child Life program.

*“What I appreciate most about my program at Bank Street is the balance between coursework and fieldwork. There is the expectation that the theory that you learn in class will be applied in a real setting, which has truly prepared me for professional practice.”*

**Amanda, Early Childhood & Childhood General Education**

# Infant and Family Development and Early Intervention (Non-Certification)

Marjorie Brickley, Director  
mbrickley@bankstreet.edu

## 36 Credits

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

This program is designed for professionals who want to understand the development of infants, toddlers and 2 year olds with and without disabilities. Courses focus on the context in which children develop and strength-based, culturally sustaining ways to work with families. This program does not lead to teacher certification.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

### Certification

Graduates of this program are not eligible for certification. Courses in this program are aligned with the competencies of the New York State Infant Mental Health Endorsement.

### Supervised Fieldwork/Advisement

Graduate students in this program have year-long supervised fieldwork experience in a birth through 2-year-old setting. Students are also required to have experiences in programs with children with developmental variations or that are under-resourced settings.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

EDUC 500	Child Development	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 Families of Infants and Toddlers	2
EDUC 801	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500]	3
EDUC 802	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
	Elective credits as needed to complete the requirements of the program	2
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
	Integrative Master's Project	0

### Suggested Electives:

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 612	Infancy Institute: Infants, Toddlers, Families: Supporting Their Growth	1
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
SPED587N	The Spectrum of Play and Play on the Spectrum: Through a Dev-Ind-Diff, Relationship Model Lens (b-6)	1
<b>TOTAL CREDITS</b>		<b>36</b>

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

Marjorie Brickley, Director  
[mbrickley@bankstreet.edu](mailto:mbrickley@bankstreet.edu)

### 50 Credits

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

This program is for those interested in working with infants, toddlers, 2 year olds and their families as early interventionists, teachers, or disabilities. This developmentally-focused program provides insights and knowledge about the physical, social, emotional and intellectual needs of young children. Students learn about ways to assess and provide for the needs of all children, including children with developmental variations. Courses focus on the context in which children develop and strength-based, culturally sustaining ways to work with families.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

#### Certification

Graduates are eligible for New York State certification in Early Childhood General Education and in Teaching Students with Disabilities, birth through grade 2. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York

State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program. Courses in this program are aligned with the competencies of the New York State Infant Mental Health Endorsement.

#### Supervised Fieldwork/Advisement

To meet New York State requirements, all graduate students in this program have supervised fieldwork experiences in a birth-2's setting. Students also must have experiences in kindergarten, and in grades 1-2, in an under-resourced program, as well as in a special education or inclusion setting. All graduate students in this program fulfill some of these placement requirements through course assignments. Student teachers fulfill remaining experiences through their placements in the fall and spring. Working teachers and assistants may need to fulfill an additional fieldwork experience where they will be placed by Bank Street in the appropriate setting to meet their degree requirements.



## Infant and Family Development and Early Intervention/ Early Childhood Special and General Education Dual Certification *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 519</b>	Educating Infants and Toddlers: Environments	<b>3</b>
<b>or EDUC 520</b>	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	<b>3</b>
<b>EDUC 530</b>	Foundations of Modern Education	<b>3</b>
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	<b>2</b>
<b>EDUC 564</b>	Language, Literature, and Emergent Literacy in the Primary Grades	<b>3</b>
<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 613</b>	Understanding and Working with Families of Infants and Toddlers	<b>2</b>
<b>EDUC 801</b>	The World of the Infant: the First Year of Life [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 802</b>	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 869</b>	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505]	<b>2</b>
<b>EDUC 891</b>	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	<b>3</b>
<b>EDUC 894</b>	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisite: EDUC 803]	<b>2</b>
<b>EDUC 895</b>	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	<b>2</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>50</b>



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

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Marjorie Brickley, Director  
[mbrickley@bankstreet.edu](mailto:mbrickley@bankstreet.edu)

## 36 Credits

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

This program is designed for individuals who currently hold initial New York State certification in general or special education at the early childhood education level. This program is for those interested in working with infants, toddlers, 2 year olds and their families as early interventionists, teachers, or disabilities. This developmentally-focused program provides insights and knowledge about the physical, social, emotional and intellectual needs of young children. Students learn about ways to assess and provide for the needs of all children, including children with developmental variations. Courses focus on the context in which children develop and strength-based, culturally sustaining ways to work with 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

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have valid New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program.

## Certification

Graduates are eligible for New York State certification in Teaching Students with Disabilities, birth through grade 2. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program. Courses in this program are aligned with the competencies of the New York State Infant Mental Health Endorsement.

## Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have a supervised fieldwork experience in a special education or inclusion setting. Student teachers fulfill this experience through their placement in the fall or spring. Working teachers and assistants may need to enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

## Infant and Family Development and Early Intervention/Early Childhood Special Education *(continued)*

**Course Requirements** Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.

<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 519</b>	Educating Infant and Toddlers: Environments	<b>3</b>
<b>EDUC 520</b>	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	<b>3</b>
<b>EDUC 613</b>	Understanding and Working with Families of Infants and Toddlers	<b>2</b>
<b>EDUC 801</b>	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 802</b>	The World of Toddlers and Twos: the Second and Third Years of Life [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 869</b>	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505]	<b>2</b>
<b>EDUC 891</b>	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	<b>3</b>
<b>EDUC 894</b>	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisite: EDUC 803]	<b>2</b>
<b>EDUC 895</b>	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	<b>2</b>
	Elective credits as needed to complete the requirements of the program	<b>2</b>
<b>EDUC 932/4</b>	Supervised Fieldwork/Advisement (3 credits per semester; 2 semesters)	<b>6</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>36</b>

*“I wanted to study an emotionally responsive, progressive form of education that took the whole child into account. I spoke to a number of people who had gone through various programs in New York City, and found that Bank Street was the most highly rated.”*

**Genevieve, Infant & Family Development & Early Intervention**

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

Marjorie Brickley, Director  
mbrickley@bankstreet.edu

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

This program is designed for those preparing for careers working with infants, toddlers, and young children and their families by combining their interest in child development and 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 (51 credits) 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

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have experience with infants and toddlers. Applicants must apply and be admitted to each degree program at both Bank Street and Hunter College.

## Supervised Fieldwork/Advisement

Graduate students in this program have year-long supervised fieldwork experience in a birth through 2-year-old setting. Students are also required to have experiences in programs with children with developmental variations or that are under-resourced settings.

## Certification

Graduates of this program are not eligible for teaching certification. Courses in this program are aligned with the competencies of the New York State Infant Mental Health Endorsement.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 519</b>	Educating Infants and Toddlers: Environments	<b>3</b>
<b>or EDUC 520</b>	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	<b>3</b>
<b>EDUC 613</b>	Understanding and Working with Families of Infants and Toddlers	<b>2</b>
<b>EDUC 801</b>	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 802</b>	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 808</b>	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of instructor]	<b>3</b>
<b>EDUC 891</b>	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	<b>3</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
<b>TOTAL CREDITS</b>		<b>34</b>

# Early Childhood General Education

Abby Kerlin, Director  
akerlin@bankstreet.edu

## 45 Credits

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

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

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

### Certification

Graduates are eligible for New York State certification in Early Childhood General Education, birth through grade 2. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have field experiences in a birth-PreK and kindergarten setting, and in grades 1-2, as well as in an under-resourced public or charter school/program. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>EDUC 500</b>	Child Development	3
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	2
<b>EDUC 530</b>	Foundations of Modern Education	3
<b>EDUC 535</b>	Science for Teachers (Grades N – 6)	2
or <b>EDUC 551</b>	Science Inquiry for Children in the Natural Environment	3
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
<b>EDUC 563</b>	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	3
<b>EDUC 564</b>	Language, Literature, and Emergent Literacy in the Primary Grades	3
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	2
or <b>EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	2
<b>EDUC 510</b>	Curriculum in Early Childhood Education (Grades N-3)	3
or <b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	3
<b>EDUC 604</b>	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
<b>EDUC 808</b>	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of instructor]	3
	Elective credits as needed to complete the requirements of the program	1 – 3
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
<b>EDUC 994</b>	Extended Field Experiences	1
	Integrative Master's Project	0
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	0
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	0
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>45</b>

## Early Childhood General Education Advanced Standing

Abby Kerlin, Director  
akerlin@bankstreet.edu

### 30 Credits

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

This cohort program is for experienced teachers who are working in an early childhood classroom. As an experienced teacher, this program will help you build on your current understanding that learning comes in the form of play, social interaction, and sensory experiences, as well as through engagement in the world of literacy, literature, mathematics, science, arts, and social studies.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have at least five years of teaching experience and be a head or assistant teacher in an early childhood classroom. Accepted students are awarded six life experience credits for Child Development and Curriculum in Early Childhood Education.

#### Certification

Graduates are eligible for New York State certification in Early Childhood General Education, birth through grade 2. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have field experiences in a birth-PreK and kindergarten setting, and in grades 1-2, as well as in an under-resourced public or charter school/program. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Students in this cohort program should review page 133 for information on program plans.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 530</b>	Foundations of Modern Education	<b>3</b>
<b>EDUC 563</b>	Teaching of Reading and Writing	<b>3</b>
<b>EDUC 603</b>	Assistive Technology in Early Childhood Inclusive and Special Education Settings	<b>1</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 894</b>	Early Childhood Practicum I: Observing a Child Through Family/Cultural Contexts [Prerequisite: EDUC 803]	<b>2</b>
<b>EDUC 895</b>	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	<b>2</b>
<b>TESL 660</b>	TESOL Methodologies (PreK-6)	<b>3</b>
<b>EDUC 932/4</b>	Supervised Fieldwork/Advisement (3 credits per semester; 2 semesters)	<b>6</b>
<b>EDUC 837-1</b>	Integrative Master's Project	<b>1</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>30</b>



# Early Childhood Special and General Education Dual Certification

Soyoung Park, Director, online program  
spark2@bankstreet.edu  
Rae Leeper, Director, on campus program  
rleeper@bankstreet.edu

## 48 Credits

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

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

This program has an on campus and a fully online option. For both tracks you will engage in use of technology. Particularly for the fully online program, you will be asked to use a range of technological tools. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

Due to the cohort nature of the online program, students are not permitted to transfer into the online program once they have begun coursework in an on campus program.

## Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

## Certification

Graduates are eligible for New York State certification in Early Childhood General Education and Teaching Students with Disabilities, birth through grade 2. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

## Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have a supervised fieldwork experiences in a birth-Pre-K and kindergarten setting and in grades 1-2, in an under-resourced public or charter school/program, as well as in a special education or inclusion setting. All graduate students in this program fulfill some of these placement requirements through course assignments. Student teachers fulfill remaining experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork experience where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.



## Early Childhood Special and General Education Dual Certification *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Students in the online cohort program should review page 133 for information on program plans.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 530</b>	Foundations of Modern Education	<b>3</b>
<b>EDUC 535*</b>	Science for Teachers (Grades N – 6)	<b>2</b>
or <b>EDUC 551*</b>	Science Inquiry for Children in the Natural Environment	<b>3</b>
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	<b>2</b>
<b>EDUC 563</b>	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	<b>3</b>
<b>EDUC 564</b>	Language, Literature, and Emergent Literacy in the Primary Grades	<b>3</b>
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	<b>2</b>
or <b>EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	<b>2</b>
<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 629</b>	Education of Children with Autism Spectrum Disorders	<b>1</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 823</b>	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	<b>1</b>
<b>EDUC 869</b>	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505]	<b>2</b>
<b>EDUC 893</b>	Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]	<b>2</b>
<b>EDUC 894</b>	Early Childhood Practicum I: Observing a Child Through Family/Cultural Contexts [Prerequisite: EDUC 803]	<b>2</b>
<b>EDUC 895</b>	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	<b>2</b>
	Elective credits as needed to complete the requirements of the program	<b>0 – 1</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
<b>EDUC 994</b>	Extended Field Experiences	<b>1</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>48</b>

\*Because head and assistant teachers are required to take EDUC 992, they are advised to select EDUC 535 for 2 credits in order to remain within the 50-credit requirement.

*“Bank Street allows freedom for a teacher to think outside of the box but also emphasizes the need to always strive to learn and to have a foundation in sound research in all that you teach.”*

**Julie, Early Childhood Special Education**

## Early Childhood Special Education

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Soyoung Park, Director, online program  
[spark2@bankstreet.edu](mailto:spark2@bankstreet.edu)  
Rae Leeper, Director, on campus program  
[rleeper@bankstreet.edu](mailto:rleeper@bankstreet.edu)

### 30 Credits

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

This program in Early Childhood Special Education is designed for individuals who currently hold initial New York State certification in general education at the early childhood level. This master's program sequence meets the needs of those teachers who wish to work with young children with developmental and learning variations, 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.

This program has an on campus and a fully online option. For both tracks you will engage in use of technology. Particularly for the fully online program, you will be asked to use a range of technological tools. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

Due to the cohort nature of the online program, students are not permitted to transfer into the online program once they have begun coursework in an on campus program.

### **Admissions Requirements**

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program.

### **Certification**

Graduates are eligible for New York State certification in Teaching Students with Disabilities, birth through grade 2. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### **Supervised Fieldwork/Advisement**

New York State requires all graduate students in this program to have a supervised fieldwork experience in a special education or inclusion setting. Student teachers fulfill this experience through their placement in the fall or spring. Working teachers and assistants may need to enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.



## Early Childhood Special Education

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Students in the online cohort program should review page 133 for information on program plans.*

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 514	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	3
EDUC 542	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	2
EDUC 603	Assistive Technology in Early Childhood Inclusive and Special Education Settings	1
EDUC 629	Education of Children with Autism Spectrum Disorders	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505]	2
EDUC 893	Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisite: EDUC 803]	2
EDUC 895	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
Elective credits as needed to complete the requirements of the program. (The variation in elective credits is due to fieldwork requirements for those who teach in general education settings.)		3 – 4
EDUC 937	Supervised Fieldwork/Advisement	6
EDUC 994	Extended Field Experiences	1
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>30</b>



# Early Childhood Special Education Advanced Certificate (Non-Degree)

Rae Leeper, Director  
rleeper@bankstreet.edu

## 15-21 Credits Certificate Program

This certificate program is designed for teachers who are interested in adding Early Childhood Special Education teaching certification to their existing New York State teaching certification. Supervised Fieldwork/Student Teaching/Advisement is not required for those students who have previous experience teaching in an inclusion or special education setting.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this certificate program must have a master's degree in education with a 3.0 GPA or higher from an accredited institution of

higher education and already hold New York State initial/professional teaching certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation.

### Certification

Students who complete this sequence are eligible for New York State certification in Teaching Students with Disabilities, birth through grade 2. See page 146 for more detailed certification information. This certificate does not lead to a master's degree, but students may apply for the Early Childhood Special Education master's degree program (page 27) should they wish to continue their studies. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this pro-

**Course Requirements** *Note: All prerequisites have been waived for this certificate program.*

EDUC 603	Assistive Technology in Early Childhood Inclusive and Special Education Settings	1
EDUC 605	Designing and Managing Classroom Environments in Inclusive and Special Education Settings	3
EDUC 629	Education of Children with Autism Spectrum Disorders	1
EDUC 803*	Developmental Variations	2
EDUC 869	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8)	2
EDUC 893	Approaches to Early Childhood Assessment	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts	2
EDUC 895	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction	2
EDUC 937**	Supervised Fieldwork/Advisement	6
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0

### TOTAL CREDITS

15 – 21\*\*

\*This course is waived for students who have already taken a similar course as part of their initial certification. Students may then take a 2 credit elective course with director approval.

\*\*A 15-credit certificate program assumes that the supervised fieldwork requirement has been met via a previous experience in an inclusion or special education setting. Approval of the experience will be made by the director or designee.



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

Rae Leeper, Director  
rleeper@bankstreet.edu

## 43 credits

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

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

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants must apply and be admitted to each degree program at both Bank Street and Columbia University.

### Certification

Graduates are eligible for New York State certification in Early Childhood General Education and in Teaching Students with Disabilities, birth through grade 2. See page 146 for more detailed certification information.

See the Columbia University School of Social Work catalog for additional information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have a supervised fieldwork experiences in a birth-Pre-K and kindergarten setting and in grades 1-2, in an under-resourced public or charter school/program, as well as in a special education or inclusion setting. All graduate students in this program fulfill some of these placement requirements through course assignments. Student teachers fulfill remaining experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork experience where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

EDUC 500	Child Development	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
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 in the Primary Grades	3
EDUC 564	Language, Literature, and Emergent Literacy in the Primary Grades	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement Workshop for Teachers (Grades PreK-6)	2
EDUC 514	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	3
EDUC 629	Education of Children with Autism Spectrum Disorders	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
EDUC 869	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505]	
EDUC 893	Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]	2
	Elective credits as needed to complete the requirements of the program. Head and assistant teachers will use three of these credits for their summer student teaching experience.	0 – 1
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
EDUC 994	Extended Fieldwork Experiences	1
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0

## TOTAL CREDITS

43

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

Rae Leeper, Director  
rleeper@bankstreet.edu

## 30 credits

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

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

## Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have valid New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program. Applicants must apply and be admitted to each degree program at both Bank Street and Columbia University.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	2
<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	3
<b>EDUC 542</b>	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	2
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	2
<b>or EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	2
<b>EDUC 603</b>	Assistive Technology in Early Childhood Inclusive and Special Education Settings	1
<b>EDUC 629</b>	Education of Children with Autism Spectrum Disorders	1
<b>EDUC 800</b>	The Social Worlds of Childhood [Prerequisite: EDUC 500 or permission of instructor]	3
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
<b>EDUC 869</b>	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505]	2
<b>EDUC 893</b>	Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]	2
	Elective credits as needed to complete the requirements of the program	3 – 4
<b>EDUC 937</b>	Supervised Fieldwork/Advisement	6
<b>EDUC 994</b>	Extended Field Experiences	1
	Integrative Master's Project	0
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	0
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	0
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	0

**TOTAL CREDITS**

**30**

## Certification

Graduates are eligible for New York State certification in Teaching Students with Disabilities, birth through grade 2. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

## Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have a supervised fieldwork experience in a special education or inclusion setting. Student teachers fulfill this experience through their placement in the fall or spring. Working teachers and assistants may need to enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

# Early Childhood and Childhood General Education Dual Certification

Abby Kerlin, Director  
akerlin@bankstreet.edu

## 46-47 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. Student teachers and working teachers will gain classroom experience across a broad range of grade levels through fieldwork and coursework requirements. All working and student teachers must use EDUC 808 to complete one of the four age-band requirements of this program. Working teachers must complete EDUC 994 in a different age-band than the age band of the teaching job they will hold during the year of supervised fieldwork.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in birth-PreK and kindergarten setting, in grades 1-2, and in grades 4-6, as well as in an under-resourced public or charter school/program. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in two additional fieldwork placements, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

### Certification

Graduates are eligible for New York State certification in both Early Childhood, birth through grade 2, and Childhood, grades 1 through 6, General Education. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

EDUC 500	Child Development	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
<b>Choose one of the following reading and literacy pairs:</b>		
EDUC 563	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	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 Upper Elementary Grades	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
<b>Choose one of the following language and literature pairs:</b>		
EDUC 564	Language, Literature, and Emergent Literacy in the Primary Grades	3
and EDUC 865	Children's Literature for Grades 3–6 [Prerequisite: EDUC 564 or permission of instructor]	1
OR .....		
EDUC 565	Children's Literature in the Upper Elementary Grades	3
and EDUC 864	Emergent Literacy and Selecting Literature for Young Children [Prerequisite: EDUC 565]	1
OR .....		
EDUC 565	Children's Literature in the Upper Elementary Grades	3
and TEED 505N	Selecting and Evaluating Recently Published Children's Books (PreK – 4)	1
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement Workshop for Teachers (Grades PreK-6)	2
<b>Choose one of the following curriculum pairs:</b>		
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 .....		

(continued on next page)

## Early Childhood and Childhood General Education Dual Certification *(continued)*

### Course Requirements *(continued from previous page)*

<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
and <b>EDUC 866</b>	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	<b>1</b>
OR		
<b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
and <b>EDUC 606</b>	Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum	<b>1</b>
OR		
<b>EDUC 517</b>	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	<b>3</b>
and <b>EDUC 606</b>	Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum	<b>1</b>
<b>EDUC 604</b>	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	<b>2</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 808</b>	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of instructor]	<b>3</b>
	Elective credits as needed to complete the requirements of the program	<b>0 – 1</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
<b>EDUC9941</b>	Extended Field Experiences	<b>1</b>
<b>EDUC9942</b>	Extended Field Experiences	<b>1</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>46-47</b>



# Childhood General Education

Abby Kerlin, Director  
akerlin@bankstreet.edu

## 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

See page 120 for graduate school admissions criteria and application process.

### Certification

Graduates are eligible for New York State certification in Childhood General Education, grades 1 through 6. See

page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades 1-3 and in grades 4-6, as well as in an under-resourced public or charter school/program. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.





## Childhood General Education (continued)

**Course Requirements** Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 530</b>	Foundations of Modern Education	<b>3</b>
<b>EDUC 535</b>	Science for Teachers (Grades N – 6)	<b>2</b>
or <b>EDUC 551</b>	Science Inquiry for Children in the Natural Environment	<b>3</b>
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	<b>2</b>
<b>Choose one of the following reading/literacy and language/literature pairs:</b>		
<b>EDUC 563</b>	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	<b>3</b>
and <b>EDUC 565</b>	Children's Literature in the Upper Elementary Grades	<b>3</b>
OR		
<b>EDUC 564</b>	Language, Literature, and Emergent Literacy in the Primary Grades	<b>3</b>
and <b>EDUC 568</b>	Teaching Literacy in the Upper Elementary Grades	<b>3</b>
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	<b>2</b>
or <b>EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	<b>2</b>
<b>Choose one of the following curriculum pairs:</b>		
<b>EDUC 510</b>	Curriculum in Early Childhood Education (Grades N – 3)	<b>3</b>
and <b>EDUC 866</b>	A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	<b>1</b>
OR		
<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
and <b>EDUC 866</b>	A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	<b>1</b>
OR		
<b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
and <b>EDUC 606</b>	Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum	<b>1</b>
OR		
<b>EDUC 517</b>	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	<b>3</b>
and <b>EDUC 606</b>	Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum	<b>1</b>
<b>EDUC 604</b>	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	<b>2</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 808</b>	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of instructor]	<b>3</b>
	Elective credits as needed to complete the requirements of the program	<b>0 – 2</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
<b>EDUC 994</b>	Extended Field Experiences	<b>1</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>45</b>

## Childhood Special and General Education Dual Certification

Soyoung Park, Director, online programs  
spark2@bankstreet.edu

Jessica Wontropski, Department Chair & Director, on campus programs  
jwontropski@bankstreet.edu

### 52 Credits

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

This program sequence is for those teachers and prospective teachers who wish to work with children from grades 1 through 6 in general, inclusion, or special education settings. This program provides an understanding of a broad range of learning styles so that students can identify and nurture each child's learning style and build home/school connections. This program has an on campus and a fully online option. For both tracks you will engage in use of technology. Particularly for the fully online program, you will be asked to use a range of technological tools. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

Due to the cohort nature of the online program, students are not permitted to transfer into the online program once

they have begun coursework in an on campus program.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

#### Certification

Graduates are eligible for New York State certification in Childhood General Education and in Teaching Students with Disabilities, grades 1 through 6. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades 1-3 and in grades 4-6, in an under-resourced public or charter school/program, and in a general and special education/inclusion setting. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.



## Childhood Special and General Education Dual Certification *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Students in the online cohort program should review page 133 for information on program plans.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 525</b>	Assistive Technology as a Tool for Providing Educational Access	<b>1</b>
<b>EDUC 530</b>	Foundations of Modern Education	<b>3</b>
<b>EDUC 535*</b>	Science for Teachers (Grades N – 6)	<b>2</b>
<b>or EDUC 551</b>	Science Inquiry for Children in the Natural Environment	<b>3</b>
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	<b>2</b>
<b>or EDUC 542</b>	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	<b>2</b>
<b>EDUC 563</b>	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	<b>3</b>
<b>or EDUC 568</b>	Teaching Literacy in the Upper Elementary Grades	<b>3</b>
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	<b>2</b>
<b>or EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	<b>2</b>
<b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
<b>EDUC 605</b>	Designing and Managing Classroom Environments in Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 805</b>	Developmental Variations II: Emotional and Behavioral Development [Prerequisites: EDUC 803]	<b>2</b>
<b>EDUC 807</b>	Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505 or EDUC 561]	<b>2</b>
<b>EDUC 860</b>	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	<b>3</b>
<b>EDUC 862</b>	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	<b>3</b>
<b>EDUC 863</b>	Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisite: EDUC 803]	<b>3</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
<b>EDUC 994</b>	Extended Field Experiences	<b>1</b>
<b>OR</b>	Elective credits as needed to complete the requirements of the program	<b>1</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>52</b>

\*Head or assistant teachers need to complete EDUC 994. Students who need to take EDUC 994 should select the EDUC 535 (2 credits) science option in order to keep their credit total at 52 credits.



## Childhood Special Education

Soyoung Park, Director, online programs  
spark2@bankstreet.edu  
Jessica Wontropski, Department Chair & Director, on  
campus programs  
jwontropski@bankstreet.edu

### 36 Credits

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

This program in Childhood Special Education is designed for individuals who currently hold initial New York State certification in general education at the childhood level. This master's program prepares those teachers who wish to work with children in grades 1 through 6 who have special needs. For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

This program has an on campus and a fully online option. For both tracks you will engage in use of technology. Particularly for the fully online program, you will be asked to use a range of technological tools. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

Due to the cohort nature of the online program, students are not permitted to transfer into the online program once they have begun coursework in an on campus program.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted

reciprocity with New York before being admitted into the program.

#### Certification

Graduates are eligible for New York State certification in Teaching Students with Disabilities, grades 1 through 6. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have a supervised fieldwork experience in a special education or inclusion setting. Student teachers fulfill this experience through their placement in the fall or spring. Working teachers and assistants may need to enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

**New York City Department of Education (NYC DOE) Bilingual Cohort, on campus only, Cristian Solorza, Director.** Please note that candidates in the NYC DOE Bilingual Cohort must be admitted into the NYC DOE Graduate Scholarship Program ([www.teachnycprograms.net](http://www.teachnycprograms.net)) and meet the requirements set forth by the New York City Department of Education Scholarships, Incentives and Speech Programs. The NYC DOE Bilingual Cohort takes a variation of the Childhood Special Education program sequence. Cohort candidates do not take EDUC 505: Language Acquisition and Learning in a Linguistically Diverse Society (2 credits) nor do they take 2 elective credits. Instead, candidates take EDUC 515: Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms (3 credits) and EDUC 651 Language Series (1 credit). Candidates in this cohort have completed equivalent coursework to EDUC 505 and therefore EDUC 505 is waived as a prerequisite for courses in this program.

*“Bank Street provided me a new community of people where I feel valued as a learner, a teacher, and classmate. Each class has proved to be invaluable in my professional and personal development.”*

**Tashnuva, Childhood General and Special Education**

## Childhood Special Education *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Students in the online cohort program should review page 133 for information on program plans.*

<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
<b>EDUC 525</b>	Assistive Technology as a Tool for Providing Educational Access	<b>1</b>
<b>EDUC 542</b>	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	<b>2</b>
<b>EDUC 576</b>	Writing in the Elementary Grades	<b>2</b>
or <b>EDUC 868</b>	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	<b>2</b>
or <b>SPED585N</b>	The Essential Orton-Gillingham	<b>2</b>
<b>EDUC 605</b>	Designing and Managing Classroom Environments in Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of the instructor]	<b>2</b>
<b>EDUC 805</b>	Developmental Variations II: Emotional and Behavioral Development [Prerequisite: EDUC 803]	<b>2</b>
<b>EDUC 807</b>	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	<b>2</b>
<b>EDUC 860</b>	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	<b>3</b>
<b>EDUC 862</b>	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	<b>3</b>
<b>EDUC 863</b>	Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisites: EDUC 803]	<b>3</b>
	Elective credits as needed to complete the requirements of the program	<b>1-2*</b>
<b>EDUC 937</b>	Supervised Fieldwork/Advisement	<b>6</b>
<b>EDUC 994</b>	Extended Field Experiences	<b>1</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>36</b>

\* The variation in elective credits is due to fieldwork requirements for those who teach in general education settings.

## Childhood Special Education Advanced Certificate (Non-Degree)

Jessica Wontropski, Department Chair & Director  
jwontropski@bankstreet.edu

### 15-21 Credits Certificate Program

This certificate program is designed for teachers who are interested in adding Childhood Special Education teaching certification to their existing New York State teaching certification. Supervised Fieldwork/Student Teaching/Advisement is not required for those students who have previous experience teaching in an inclusion or special education setting.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this certificate program must have a master's degree in education with a 3.0 GPA or higher from an accredited institution of higher education and already hold New York State initial/professional teaching certification in Early Childhood or Childhood General Education.

If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation.

### Certification

Students who complete this sequence are eligible for New York State certification in Teaching Students with Disabilities, grades 1 through 6. See page 146 for more detailed certification information. This certificate does not lead to a master's degree, but students may apply for the Childhood Special Education master's degree program (page 38) should they wish to continue their studies. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

**Course Requirements** *Note: All prerequisites have been waived for this certificate program.*

EDUC 525	Assistive Technology as a Tool for Providing Educational Access	1
EDUC 605	Designing and Managing Classroom Environments in Inclusive and Special Education Settings	3
EDUC 629	Education of Children with Autism Spectrum Disorders	1
EDUC 803*	Developmental Variations	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Development	2
EDUC 862	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	3
EDUC 863	Collaboration and Differentiation in the Instruction of Children with Learning Variations	3
	Elective credits as needed to complete the requirements of the program	0-2
EDUC 937**	Supervised Fieldwork/Advisement	6
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0

### TOTAL CREDITS

15 – 21\*

\*This course is waived for students who have already taken a similar course as part of their initial certification. Students may then take a 2 credit elective course with director approval.

\*\*A 15-credit certificate program assumes that the supervised fieldwork requirement has been met via a previous experience in an inclusion or special education setting. Approval of the experience will be made by the director or designee.



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

Jessica Wontropski, Department Chair & Director  
[jwontropski@bankstreet.edu](mailto:jwontropski@bankstreet.edu)

### 43 Credits

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

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

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants must apply and be admitted to each degree program at both Bank Street and Columbia University.

#### Certification

Graduates are eligible for New York State certification in Childhood General Education and in Teaching Students with Disabilities, grades 1 through 6. See page 146 for more detailed certification information. See Columbia

University School of Social Work catalog for additional information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades 1-3 and in grades 4-6, in an under-resourced public or charter school/program, and in a general and special education/inclusion setting. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.



## Childhood Special and General Education Dual Certification/ Dual Degree with Columbia University School of Social Work *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 530</b>	Foundations of Modern Education	<b>3</b>
<b>EDUC 535*</b>	Science for Teachers (Grades N – 6)	<b>2</b>
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	<b>2</b>
<b>or EDUC 542</b>	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	<b>2</b>
<b>EDUC 563</b>	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	<b>3</b>
<b>or EDUC 568</b>	Teaching Literacy in the Upper Elementary Grades	<b>3</b>
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	<b>2</b>
<b>or EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	<b>2</b>
<b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 807</b>	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	<b>2</b>
<b>EDUC 860</b>	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	<b>3</b>
<b>EDUC 862</b>	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	<b>3</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
<b>EDUC 994</b>	Extended Field Experiences	<b>1</b>
<b>OR</b>	Elective credits as needed to complete the requirements of the program	<b>1</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>

### **TOTAL CREDITS**

**43**

\*Head or assistant teachers need to complete EDUC 994. Students who need to take EDUC 994 should select the EDUC 535 (2 credits) science option in order to keep their credit total at 43 credits.

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

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Jessica Wontropski, Department Chair & Director  
jwontropski@bankstreet.edu

### 36 Credits

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

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

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have valid New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program. Applicants must apply and be admitted to each degree program at both Bank Street and Columbia University.

### Certification

Graduates are eligible for New York State certification in Teaching Students with Disabilities, grades 1 through 6. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have a supervised fieldwork experience in a special education or inclusion setting. Student teachers fulfill this experience through their placement in the fall or spring. Working teachers and assistants may need to enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

*“A Bank Street education is a meaningful investment in my career. Bank Street graduates are highly valued by school systems and institutions. In addition to being sought-after professionals, Bank Street graduates are extremely satisfied with their preparation and with their careers.”*

**Kyalik, Childhood General and Special Education**



## Childhood Special Education/ Dual Degree with Columbia University School of Social Work *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	3
EDUC 525	Assistive Technology as a Tool for Providing Educational Access	1
EDUC 542	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	2
EDUC 576	Writing in Elementary Grades	2
or EDUC 868	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	2
or SPED 585N	The Essential Orton-Gillingham	2
EDUC 605	Designing and Managing Classroom Environments in Inclusive and Special Education Settings	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Development [Prerequisite: EDUC 803]	2
EDUC 807	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	2
EDUC 860	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	3
EDUC 863	Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisite: EDUC 803]	3
	Elective credits as needed to complete the requirements of the program	1-2*
EDUC 937	Supervised Fieldwork/Advisement	6
EDUC 994	Extended Field Experiences	1
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>36</b>

\* The variation in elective credits is due to fieldwork requirements for those who teach in general education settings.

*“I was initially drawn to Bank Street because of its focus on social justice, inclusion, and advocacy, which are very important to me in education.”*

**Lindsay, Early Childhood General Education**

# Teaching Adolescents with Disabilities, Alt Cert

Shawna Hansford, Director  
shansford@bankstreet.edu

## 33 Credits

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

The Teaching Adolescents with Disabilities, Alt Cert program is designed for applicants seeking to teach adolescents with disabilities in grades 7-12. In partnership with the New York City Department of Education, this program provides students with a Trans B (or alternative) certification, which allows participants to be teachers of record their first year in the classroom and their first year in a graduate program. This program is only open to students in the DOE's Teaching Collaborative and Teaching Fellows cohorts. *Students in this cohort program should review page 133 for information on program plans.*

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants must have completed six semester hours each of study in science, social studies, English language arts and mathematics.

### Course Requirements for the Teaching Collaborative

EDUC 532	Human Development	2
EDUC 538	Foundations of American Education: Implications for teaching students with developmental variations	2
EDUC 833	Supporting Language and Literacy Development across the Curriculum: 7-12	2
EDUC 8342	Curriculum, Methods and Assessment for Teaching the Humanities to Adolescents with Disabilities	2
EDUC 835	Formal and Informal Assessment of Adolescents with Disabilities	1
EDUC 836	Teaching Math, Science & Tech: Curriculum, Methods & Assessment for Adolescents w/ Disabilities	2
EDUC 837	Integrative Master's Project	1
EDUC 700	Classroom Culture and Instructional Methods	3
EDUC 720	Clinical Teaching Experience	6
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0

**TOTAL CREDITS 33**

### Course Requirements for Teaching Fellows

EDUC 502	Human Development	3
EDUC 530	Foundations of Modern Education	3
EDUC 804	Supporting Language and Literacy Development across the Curriculum: 7-12	3
EDUC 8343	Curriculum, Methods and Assessment for Teaching the Humanities to Adolescents with Disabilities	3
EDUC 861	Formal and Informal Assessment of Adolescents with Disabilities	2
EDUC 526	Teaching Math, Science & Tech: Curriculum, Methods & Assessment for Adolescents w/ Disabilities	3
EDUC 837	Integrative Master's Project	1
EDUC 700	Classroom Culture and Instructional Methods	3
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0

**TOTAL CREDITS 33**

## Certification

Graduates are eligible for New York State certification in Teaching Students with Disabilities 7-12 Generalist. No prior teaching certification is necessary for this program. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

## Supervised Fieldwork/Advisement

New York City requires all graduate students in this program to find positions as special education teachers in high needs public schools, in grades 7-12. Graduate students must be hired by a school from a list provided by the DOE. Bank Street must verify a student's employment in one of the DOE-approved schools. Candidates in the program fulfill their supervised fieldwork experiences through their employment during the fall and spring semesters. New York State requires graduate students to have field experiences in both grades 7-9 and 10-12.

## Dual Language/Bilingual Early Childhood General Education

Cristian Solorza, Director  
csolorza@bankstreet.edu

### 48 Credits

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

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

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English.

#### Certification

Graduates are eligible for New York State certification in Early Childhood General Education, birth through

grade 2, with the bilingual extension. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have field experiences in birth-PreK and kindergarten settings, and in grades 1-2, in an under-resourced public or charter school/program, as well as in a dual/language bilingual setting. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.*

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N – 6)	2
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 in the Primary Grades	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement Workshop for Teachers (Grades PreK-6)	2
EDUC 514	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 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 permission of instructor]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
TESL 530*	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities*	3
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
or EDUC 559*	Native Language Literacy for Mandarin Chinese-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
TESL 862*	Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*	3
EDUC 870*	The Teaching of English as a New Language*	3
	Elective credits as needed to complete the requirements of the program	0–1
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
EDUC 994	Extended Field Experiences	1
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0

#### TOTAL CREDITS

48



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

Cristian Solorza, Director  
[csolorza@bankstreet.edu](mailto:csolorza@bankstreet.edu)

## 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), including those with special needs, for whom Spanish or Mandarin is the primary language. Students will learn to teach in general education, self-contained special education, and inclusion settings.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English.

### Certification

Graduates are eligible for New York State certification in Early Childhood General Education and Teaching Students with Disabilities, birth through grade 2, with the

bilingual extension. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have field experiences in birth-PreK and kindergarten settings, and in grades 1-2, in an under-resourced public or charter school/program, a dual/language bilingual setting, and in an inclusion and/or special education classroom. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.



## Dual Language/Bilingual Early Childhood Special and General Education Dual Certification *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 535</b>	Science for Teachers (Grades N – 6)	<b>2</b>
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	<b>2</b>
or <b>EDUC 542</b>	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	<b>2</b>
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	<b>2</b>
or <b>EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	<b>2</b>
<b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 629</b>	Education of Children with Autism Spectrum Disorders	<b>1</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 823</b>	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	<b>1</b>
<b>EDUC 869</b>	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505 (waived for this program)]	<b>2</b>
<b>EDUC 893</b>	Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]	<b>2</b>
<b>EDUC 894</b>	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisite: EDUC 803]	<b>2</b>
<b>EDUC 895</b>	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	<b>2</b>
<b>EDUC 515*</b>	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	<b>3</b>
<b>TESL 530*</b>	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities*	<b>3</b>
<b>EDUC 560*</b>	Native Language Literacy for Spanish-Speaking Children*	<b>2</b>
or <b>EDUC 559*</b>	Native Language Literacy for Mandarin Chinese-Speaking Children*	<b>2</b>
<b>EDUC 561*</b>	Linguistics: Implications for Teachers*	<b>1</b>
<b>TESL 862*</b>	Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*	<b>3</b>
<b>EDUC 870*</b>	The Teaching of English as a New Language*	<b>3</b>
	Elective credits as needed to complete the requirements of the program	<b>0 – 3</b>
<b>EDUC 930-1</b>	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	<b>12</b>
<b>EDUC 992</b>	Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers [Prerequisite: EDUC 930 or 931]	<b>3</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>54</b>

## Dual Language/Bilingual Early Childhood Special Education

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Cristian Solorza, Director  
csolorza@bankstreet.edu

### 39 Credits

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

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

#### **Admissions Requirements**

See page 120 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English languages and have New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program.

#### **Certification**

Graduates are eligible for New York State certification in Teaching Students with Disabilities, birth through grade 2, with the bilingual extension. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

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

New York State requires all graduate students in this program to have a supervised fieldwork experience in a bilingual special education or inclusion setting. Student teachers fulfill this experience through their placement in the fall or spring. Working teachers and assistants may need to enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

*“The Dual Language Childhood Education Program at Bank Street truly emphasizes the importance of learning in more than one language. The community of instructors and students that is found in the program is truly nurturing!”*

**Benelly, Dual Language/Bilingual Childhood Special Education**



## Dual Language/Bilingual Early Childhood Special Education *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.*

EDUC 514	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	3
EDUC 542	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	2
EDUC 603	Assistive Technology in Early Childhood Inclusive and Special Education Settings	1
EDUC 629	Education of Children with Autism Spectrum Disorders	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500; pre- or corequisite: EDUC 505 (waived for this program)]	2
EDUC 893	Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisite: EDUC 803]	2
EDUC 895	Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
TESL 530*	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities*	3
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
or EDUC 559*	Native Language Literacy for Mandarin Chinese-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
TESL 862*	Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*	3
EDUC 870*	The Teaching of English as a New Language*	3
EDUC 937	Supervised Fieldwork/Advisement	6
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>39</b>

## Dual Language/Bilingual Childhood General Education

Cristian Solorza, Director  
csolorza@bankstreet.edu

### 45 Credits

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

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

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English.

#### Certification

Graduates are eligible for New York State certification in Childhood General Education, grades 1 through 6, with

the bilingual extension. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades 1-3 and in grades 4-6, as well as in an under-resourced public or charter school/program, as well as in a dual/language bilingual setting. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.*

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N – 6)	2
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 in the Primary Grades	3
or EDUC 568	Teaching Literacy in the Upper Elementary Grades	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement Workshop for Teachers (Grades PreK-6)	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 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 permission of instructor]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
TESL 530*	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities*	3
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
or EDUC 559*	Native Language Literacy for Mandarin Chinese-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
TESL 862*	Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*	3
EDUC 870*	The Teaching of English as a New Language*	3
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
EDUC 994	Extended Field Experiences	1
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>45</b>

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

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*Cristian Solorza, Director*  
[csolorza@bankstreet.edu](mailto:csolorza@bankstreet.edu)

### 58-59 Credits

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

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

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English languages.

#### Certification

Graduates are eligible for New York State certification in Childhood General Education and Teaching Students

with Disabilities, grades 1 through 6, with the bilingual extension. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades 1-3 and in grades 4-6, in an under-resourced public or charter school/program, a dual/language bilingual setting, and in an inclusion and/or special education classroom. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.





## Dual Language/Bilingual Childhood Special and General Education Dual Certification *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.*

EDUC 500	Child Development	3
EDUC 525	Assistive Technology as a Tool for Providing Educational Access	1
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
or EDUC 542	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	3
or EDUC 568	Teaching Literacy in the Upper Elementary Grades	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement Workshop for Teachers (Grades PreK-6)	2
EDUC 605	Designing and Managing Classroom Environments in Inclusive and Special Education Settings	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Development [Prerequisite: EDUC 803]	2
EDUC 807	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	2
EDUC 860	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	3
EDUC 863	Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisite: EDUC 803]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
TESL 530*	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities*	3
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
or EDUC 559*	Native Language Literacy for Mandarin Chinese-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
TESL 862*	Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*	3
EDUC 870*	The Teaching of English as a New Language*	3
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
EDUC 994	Extended Field Experiences	1
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>58-59</b>

## Dual Language/Bilingual Childhood Special Education

*Cristian Solorza, Director*  
[csolorza@bankstreet.edu](mailto:csolorza@bankstreet.edu)

### 42-43 Credits

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

This program in Dual Language/Bilingual Childhood Special Education is designed for bilingual teachers who currently hold initial New York State certification in general education at the childhood level and who want to work in special education and inclusion settings (grades 1 through 6), with the option of teaching in bilingual classrooms. For those with a prior master's degree in education, this program leads to the Ed.M. degree.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English languages and have a valid New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certifica-

tion holders must apply for and be granted reciprocity with New York before being admitted into the program.

### Certification

Graduates are eligible for New York State certification in Teaching Students with Disabilities, grades 1 through 6, with the bilingual extension. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have a supervised fieldwork experience in a bilingual special education or inclusion setting. Student teachers fulfill this experience through their placement in the fall or spring. Working teachers and assistants may need to enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.



## Dual Language/Bilingual Childhood Special Education *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.*

<b>EDUC 525</b>	Assistive Technology as a Tool for Providing Educational Access	<b>1</b>
<b>EDUC 542</b>	Assessment and Instruction in Teaching Mathematics to Children with Learning Variations	<b>2</b>
<b>EDUC 576</b>	Writing in the Elementary Grades	<b>2</b>
or <b>EDUC 868</b>	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	<b>2</b>
or <b>SPED 585N</b>	The Essential Orton–Gillingham (Grades 1 – 6)	<b>2</b>
<b>EDUC 605</b>	Designing and Managing Classroom Environments in Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 807</b>	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	<b>2</b>
<b>EDUC 860</b>	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	<b>3</b>
<b>EDUC 862</b>	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	<b>3</b>
<b>EDUC 863</b>	Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisite: EDUC 803]	<b>3</b>
<b>EDUC 515*</b>	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	<b>3</b>
<b>TESL 530*</b>	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities*	<b>3</b>
<b>EDUC 560*</b>	Native Language Literacy for Spanish-Speaking Children*	<b>2</b>
or <b>EDUC 559*</b>	Native Language Literacy for Mandarin Chinese-Speaking Children*	<b>2</b>
<b>EDUC 561*</b>	Linguistics: Implications for Teachers*	<b>1</b>
<b>TESL 862*</b>	Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*	<b>3</b>
<b>EDUC 870*</b>	The Teaching of English as a New Language*	<b>3</b>
<b>EDUC 937</b>	Supervised Fieldwork/Advisement	<b>6</b>
<b>EDUC 994</b>	Extended Field Experiences	<b>1</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>42-43</b>



# Bilingual Extension (Non-Degree)

Cristian Solorza, Director  
csolorza@bankstreet.edu

## 15 Credits Certificate Program

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

### Admissions Requirements

See website for admissions criteria and application process and page 120 for additional admissions requirements. Applicants for this sequence must already hold a New York State professional teaching certification and must be fluent in both Spanish or Mandarin and English

languages.

### Certification

Students who complete this sequence are eligible for the bilingual extension to New York State teaching certification. See page 146 for more detailed certification information. This sequence does not lead to a master's degree; therefore, it will not provide graduates with professional certification in education. Upon completion of this sequence, students must apply for the bilingual extension through the Certification Office. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

**Course Requirements** *Note: These courses are common to all Dual Language/Bilingual programs.*

<b>EDUC 515</b>	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms	<b>3</b>
<b>TESL 530</b>	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities	<b>3</b>
<b>EDUC 560</b>	Native Language Literacy for Spanish-Speaking Children	<b>2</b>
or <b>EDUC 559</b>	Native Language Literacy for Mandarin Chinese-Speaking Children*	<b>2</b>
<b>EDUC 561</b>	Linguistics: Implications for Teachers	<b>1</b>
<b>TESL 862</b>	Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations	<b>3</b>
<b>EDUC 870</b>	The Teaching of English as a New Language	<b>3</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>

**TOTAL CREDITS**

**15**

# Teaching English to Speakers of Other Languages (TESOL)

Cristian Solorza, Director  
csolorza@bankstreet.edu

## 41 Credits

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

The Teaching English to Speakers of Other Languages (TESOL) program is designed for teachers and prospective teachers who are interested in working with students learning English as a new language. Graduates of the TESOL program are expected to seek full time positions as teachers of English as a new language in NYCDOE public and charter schools.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants must have completed at least 12 semester hours or the equivalent of study of a language other than English.

### Certification

Graduates are eligible for New York State certification in TESOL, grades K-12. No prior teaching certification is necessary for this program. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades PreK-6 and in grades 7-12, in settings with children for whom English is not their first language, as well as in an under-resourced public or charter school/program. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by Bank Street in the appropriate setting to fulfill their degree requirements.

**Course Requirements** *Students in this cohort program should review page 133 for information on program plans.*

EDUC 502	Human Development	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	2
TESL 530	Theoretical Foundations: Social, Cultural, & Linguistic Diversity in School Communities	3
TESL 561	Linguistics in Education [Prerequisite: TESL 530]	3
TESL 563	The Teaching of Reading, Writing, & Language Arts in ENL Settings (PreK-12) [Prerequisite: TESL 530]	3
TESL 870	The Teaching of English Grammars & Discourse in ENL Settings [Prerequisite: TESL 561]	3
TESL 660	TESOL Methodologies (PreK-6) [Prerequisite: TESL 870]	3
TESL 862	Understanding Assessment, Evaluation, and Differentiation for Linguistically Diverse Students with Developmental Variations	3
EDUC 930-1	Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)	12
TESL 661	TESOL Research and Methodologies (7-12) [Prerequisite: TESL 660]	3
TESL 515	ENL Case Management: Creating Access through Programming and Curriculum [Prerequisite: TESL 660]	3
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0

### TOTAL CREDITS

41

# Teaching English to Speakers of Other Languages (TESOL) Advanced Certificate

Cristian Solorza, Director  
csolorza@bankstreet.edu

## 12 – 21 Credits Certificate Program

This certificate program is designed for teachers who are interested in adding a TESOL certification to their existing New York State teaching certification. Depending on your prior teaching experiences with ENL students, you may have one semester of supervised fieldwork.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants must have a master's degree in education with a 3.0 GPA or higher from an accredited institution of higher education and hold a valid New York State initial/professional teaching certification in early childhood, elementary or childhood, middle childhood, secondary or adolescent education, literacy or special education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Applicants must also have at least 12 semester hours or the equivalent of study of a language other than English.

### Certification

Graduates are eligible for New York State certification in TESOL, grades K-12. This certificate does not lead to a master's degree, but students may apply for the TESOL master's degree program (page 57). See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades PreK-6 and in grades 7-12, in settings with children for whom English is not their first language, as well as in an under-resourced public or charter school/program. Depending on your prior teaching experiences with ENL students, you may have one semester of supervised fieldwork.

### Course Requirements

<b>TESL 561</b>	Linguistics in Education [Prerequisite: TESL 530]	<b>3</b>
<b>TESL 563*</b>	The Teaching of Reading, Writing, & Language Arts in ENL Settings (PreK-12) [Prerequisite: TESL 530]	<b>3</b>
<b>TESL 870</b>	The Teaching of English Grammars & Discourse in ENL Settings [Prerequisite: TESL 561]	<b>3</b>
<b>TESL 660</b>	TESOL Methodologies (PreK-6) [Prerequisite: TESL 870]	<b>3</b>
<b>TESL 661</b>	TESOL Research and Methodologies (7-12) [Prerequisite: TESL 660]	<b>3</b>
<b>EDUC 937**</b>	Supervised Fieldwork/Advisement (PreK-6) OR (7-12)	<b>6</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>

### TOTAL CREDITS

**12-21\*\*\***

\*Candidates who have taken a college literacy course may not need to take this course.

\*\* TESOL Certification requires student teaching with students learning English as a new language in both elementary (preK-6) and secondary schools (7-12). Depending upon a candidate's existing teaching certification(s), s/he will need to add supervised fieldwork for the missing grade band.

\*\*\* Supervised Fieldwork/Student Teaching/Advisement is not required for those students who have previous experience teaching in both elementary (PreK - 6) and secondary schools (7 - 12).



# Teaching Literacy and Childhood General Education Dual Certification

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Lynne Einbender, Director  
leinbender@bankstreet.edu

## 52 – 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.

Students learn to develop age-appropriate curricula that encourage children to explore the full range of subject areas (literacy, math, science, social studies, and the arts). Students gain a theoretical understanding of language development and the reading and writing processes; learn to recognize when children are having difficulty with the processes of learning to read and write; and learn to develop instruction that meets diverse children's needs. Students develop the skills necessary to make links between assessment and instruction and to work effectively with other professionals.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. This program is available for fall 2023 only.

### Certification

Graduates are eligible for New York State certification in Childhood General Education, grades 1 through 6, and Literacy, birth through grade 6. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades 1-3 and in grades 4-6, in an under-resourced public or charter school/program, and in a clinical literacy placement. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by the director in the appropriate setting to fulfill their degree requirements.

*“I am a reader. I read. All the time. Reading is what made me want to become a teacher. I wanted to encourage kids to love reading the way that I love reading. How hard could that possibly be?”*

Shelby, Teaching Literacy and Childhood General Education

## Teaching Literacy and Childhood General Education Dual Certification *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 535</b>	Science for Teachers (Grades N – 6)	<b>2</b>
<b>EDUC 536</b>	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	<b>2</b>
<b>EDUC 540</b>	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	<b>2</b>
<b>1 of the following reading/literacy and language/literature pairs, to be selected in consultation with advisor:</b>		
<b>EDUC 563</b>	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	<b>3</b>
and <b>EDUC 565</b>	Children's Literature in the Upper Elementary Grades	<b>3</b>
<b>OR</b>		
<b>EDUC 564</b>	Language, Literature, and Emergent Literacy in the Primary Grades	<b>3</b>
and <b>EDUC 568</b>	Teaching Literacy in the Upper Elementary Grades	<b>3</b>
<b>EDUC 576</b>	Writing in the Elementary Grades	<b>2</b>
<b>EDUC 590</b>	Arts Workshop for Teachers (Grades N – 6)	<b>2</b>
or <b>EDUC 591</b>	Music and Movement Workshop for Teachers (Grades PreK-6)	<b>2</b>
<b>EDUC 510</b>	Curriculum in Early Childhood Education (Grades N – 3)	<b>3</b>
or <b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
or <b>EDUC 514</b>	Curriculum in Early Childhood Education for Inclusive and Special Education Settings	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor]	<b>2</b>
<b>EDUC 808</b>	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of the instructor]	<b>3</b>
<b>EDUC 860</b>	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	<b>3</b>
<b>EDUC 862</b>	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	<b>3</b>
<b>EDUC 867</b>	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 568 or permission of instructor]	<b>1</b>
<b>EDUC 868</b>	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	<b>2</b>
<b>LEAD 561</b>	Supervising and Supporting Literacy Instruction in Diverse Settings	<b>1</b>
	Elective credits as needed to complete the requirements of the program	<b>1</b>
<b>EDUC 943-4</b>	Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860]	<b>12</b>
<b>EDUC 874</b>	Clinical Teaching Practicum for Literacy (for students completing supervised fieldwork as working teachers)	<b>3</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>

### **TOTAL CREDITS**

**52 – 55\***

\*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers must complete a 3-credit clinical practicum.

## Teaching Literacy (birth through grade 6): Focus on Classroom Teaching in Early Childhood or Childhood

Lynne Einbender, Director  
[leinbender@bankstreet.edu](mailto:leinbender@bankstreet.edu)

### 37 – 40 Credits Master of Science in Education (M.S.Ed.)

This program is designed for individuals who have initial certification in Early Childhood and/or Childhood Education and who are seeking a master's degree in Teaching Literacy. This specialization will help classroom teachers to identify and address children's language issues and difficulties in learning to read and write. It will also enable them to support other teachers in their literacy practices.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have a valid New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program. This program is available for fall 2023 only.

#### Certification

Graduates are eligible for New York State certification in Literacy, birth through grade 6. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in grades PreK-2 and in grades 3-6, in an under-resourced public or charter school/program, and in a clinical literacy placement. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by the director in the appropriate setting to fulfill their degree requirements.



## Teaching Literacy (birth through grade 6): Focus on Classroom Teaching in Early Childhood or Childhood *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>DEVELOPMENT COURSES: 3 credits (determined with advisor based on undergraduate work)</b>		
EDUC 500	Child Development	3
or EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of the instructor]	3
<b>REQUIRED COURSES</b>		
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
EDUC 563	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	3
or EDUC 568	Teaching Literacy in the Upper Elementary Grades	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	2
EDUC 860	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	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	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	2
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
<b>LANGUAGE ARTS ELECTIVE 1 credit (suggested courses)</b>		
EDUC 865	Children's Literature for Grades 3 – 6	1
or SETE 513N	Bibliotherapy in the Early Childhood Setting	1
or EDUC 561	Linguistics: Implications for Teachers	1
EDUC 943-4	Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860]	12
EDUC 874	Clinical Teaching Practicum for Literacy (for students completing supervised fieldwork as working teachers)	3
Integrative Master's Project		
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>37 – 40*</b>

\*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers must complete a 3-credit clinical practicum.



## Teaching Literacy (birth through grade 6): Focus on Clinical Teaching in Early Childhood or Childhood

Lynne Einbender, Director  
leinbender@bankstreet.edu

### 37 – 40 Credits Master of Science in Education (M.S.Ed.)

This program is 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 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 during the school year.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have at least two years of classroom experience and a valid New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certification, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program. This program is available for fall 2023 only.

#### Certification

Graduates are eligible for New York State certification in Literacy, birth through grade 6. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in clinical literacy placement in grades PreK-2 and in grades 3-6, and in an under-resourced public or charter school/program. Student teachers fulfill these experiences through their placements in the fall and spring. Working teachers and assistants must enroll in an additional fieldwork placement, where they will be placed by the director in the appropriate setting to fulfill their degree requirements.



## Teaching Literacy (birth through grade 6): Focus on Clinical Teaching in Early Childhood or Childhood *(continued)*

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>DEVELOPMENT COURSES: 3 credits (determined with advisor based on undergraduate work)</b>		
EDUC 500	Child Development	3
or EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of the instructor]	3
<b>REQUIRED COURSES</b>		
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
EDUC 563	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	3
or EDUC 568	Teaching Literacy in the Upper Elementary Grades	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	2
EDUC 860	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	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	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	2
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
<b>LANGUAGE ARTS ELECTIVE 1 credit (suggested courses)</b>		
EDUC 573	Storytelling with Children	1
or EDUC 865	Children's Literature for Grades 3 – 6	1
or SETE 513N	Bibliotherapy in the Early Childhood Setting	1
or EDUC 561	Linguistics: Implications for Teachers	1
EDUC 943-4	Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860]	12
EDUC 874*	Clinical Teaching Practicum for Literacy (for assistant teachers and head teachers to be determined in consultation with director or advisor*)	3
	Integrative Master's Project	0
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>37 – 40*</b>

\*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers in a non-clinical setting must complete a 3-credit clinical practicum.

## Advanced Literacy Specialization

Lynne Einbender, Director  
[leinbender@bankstreet.edu](mailto:leinbender@bankstreet.edu)

### 30 – 33 Credits Master of Education (Ed.M.)

This program is designed for those who hold a master's degree in education and wish to become literacy specialists in schools, clinics, private practice, or other professional settings and to take on leadership positions. The curriculum has been designed to develop students' instructional and leadership strategies and an understanding of the academic, intellectual, and emotional needs of children. Students deepen their theoretical and practical knowledge of language and literacy theory so that they are able to identify strengths and needs of diverse learners. This program requires students to serve as a course assistant in a literacy course as part of the fieldwork.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must have a master's degree in education and a valid New York State initial certification in Early Childhood or Childhood General Education. If the applicant has an initial certifica-

tion, it will need to be valid during the entire duration of their matriculation. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the program. This program is available through summer 1 2024 only.

#### Certification

Graduates are eligible for New York State certification in Literacy, birth through grade 6. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

#### Supervised Fieldwork/Advisement

New York State requires all graduate students in this program to have supervised fieldwork experiences in a clinical literacy placement in grades PreK-6. Graduate students fulfill this requirement through supervision during the academic year or through an additional summer practicum.





## Advanced Literacy Specialization (continued)

**Course Requirements** Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.

<b>EDUC 536</b>	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	<b>2</b>
<b>EDUC 807</b>	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	<b>2</b>
<b>EDUC 860</b>	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	<b>3</b>
<b>EDUC 862</b>	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	<b>3</b>
<b>EDUC 867</b>	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 568 or permission of instructor]	<b>1</b>
<b>EDUC 868</b>	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	<b>2</b>
<b>LEAD 561</b>	Supervising and Supporting Literacy Instruction in Diverse Settings	<b>1</b>
<b>Select 4 credits from the following:</b>		
<b>CONCENTRATION IN CURRICULUM</b>		
<b>EDUC 576</b>	Writing in the Elementary Grades	<b>2</b>
<b>EDUC 865</b>	Children's Literature for Grades 3 – 6	<b>1</b>
<b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
<b>EDUC 573</b>	Storytelling with Children	<b>1</b>
<b>SETE 513N</b>	Bibliotherapy in the Early Childhood Setting (Grades Pre-School – 3)	<b>1</b>
<b>CONCENTRATION IN LEADERSHIP</b>		
<b>LEAD 510</b>	Leading Critical Issues in Curriculum and Instruction	<b>3</b>
<b>LEAD 534</b>	Foundations of Educational Leadership: Adult Development	<b>1</b>
<b>LEAD 528N</b>	Dynamic Leadership: Inspiring and Supporting Your Teaching Faculty	<b>1</b>
<b>CONCENTRATION IN LINGUISTIC DIVERSITY</b>		
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 561</b>	Linguistics: Implications for Teachers	<b>1</b>
<b>EDUC 651</b>	Special Study: Strategies for Language and Concept Development	<b>1</b>
<b>TESL 530</b>	Theoretical Foundations: Social, Cultural, and Linguistic Diversity in School	<b>3</b>
<b>TESL 862</b>	Understanding Assessment, Evaluation, and Differentiation for Linguistically Diverse Students with Developmental Variations	<b>3</b>
<b>CONCENTRATION IN SPECIAL EDUCATION</b>		
<b>EDUC 513</b>	Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)	<b>3</b>
<b>EDUC 803</b>	Developmental Variations [Prerequisite: EDUC 500 or permission of instructor.]	<b>2</b>
<b>EDUC 863</b>	Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisite: EDUC 803]	<b>3</b>
<b>SPED 585N</b>	The Essential Orton-Gillingham	<b>2</b>
<b>EDUC 525</b>	Assistive Technology as a Tool for Providing Educational Access	<b>1</b>
<b>EDUC 943-4</b>	Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860]	<b>12</b>
<b>EDUC 874*</b>	Clinical Teaching Practicum for Literacy (for assistant teachers and head teachers to be determined in consultation with director or advisor*)	<b>3</b>
	Integrative Master's Project	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>

### TOTAL CREDITS

**30 – 33\*\***

\*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers in a non-clinical setting must complete a 3-credit clinical practicum.

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



## Reading and Literacy: Clinical Practice (Non-Certification)

Lynne Einbender, Director  
leinbender@bankstreet.edu

42 – 45 Credits

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

This non-certification program is designed for individuals who want to become literacy specialists in private schools, clinics, private practice, or other professional environments. Students 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

See page 120 for graduate school admissions criteria and application process.

### Certification

Graduates of this program are not eligible for certification.

### Supervised Fieldwork/Advisement

Graduate students in this program have supervised fieldwork experiences in literacy placement(s), grades PreK-6. Placements are individually tailored based on graduate students' professional goals.

**Course Requirements** *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the director or advisor.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 505</b>	Language Acquisition and Learning in a Linguistically Diverse Society	<b>2</b>
<b>EDUC 536</b>	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	<b>2</b>
<b>1 or 2 of the following to be selected in consultation with advisor:</b>		
<b>EDUC 563</b>	The Teaching of Reading, Writing, and Language Arts in the Primary Grades	<b>3</b>
or <b>EDUC 568</b>	Teaching Literacy in the Upper Elementary Grades	<b>3</b>
<b>EDUC 564</b>	Language, Literature, and Emergent Literacy in the Primary Grades	<b>3</b>
or <b>EDUC 565</b>	Children's Literature in the Upper Elementary Grades	<b>3</b>
<b>EDUC 576</b>	Writing in the Elementary Grades	<b>2</b>
<b>EDUC 807</b>	Teaching Children with Developmental Variations in Language and Communication [Prerequisite: EDUC 505 or EDUC 561]	<b>2</b>
<b>EDUC 808</b>	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or permission of the instructor]	<b>3</b>
<b>EDUC 860</b>	Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisite: EDUC 563 or EDUC 568]	<b>3</b>
<b>EDUC 862</b>	Assessment, Diagnosis, and Evaluation of Children with Developmental Variations	<b>3</b>
<b>EDUC 867</b>	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 568 or permission of instructor]	<b>1</b>
<b>EDUC 868</b>	Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]	<b>2</b>
<b>Choose one of the following: 1 credit</b>		
<b>EDUC 865</b>	Children's Literature for Grades 3 – 6	<b>1</b>
or <b>SETE 513N</b>	Bibliotherapy in the Early Childhood Setting (Grades Pre-School – 3)	<b>1</b>
<b>EDUC 943-4</b>	Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860]	<b>12</b>
<b>EDUC 874*</b>	Clinical Teaching Practicum for Literacy (for assistant teachers and head teachers to be determined in consultation with director or advisor*)	<b>3</b>
	Integrative Master's Project	<b>0</b>

### TOTAL CREDITS

**42 – 45\***

\*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers in a non-clinical setting must complete a 3-credit clinical practicum.

# Studies in Education: Teaching & Learning Focus

Abbe Futterman, Director  
afutterman@bankstreet.edu

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

### Overview

The Studies in Education program is designed for students who wish to pursue an individualized course of study across the programmatic spectrum or in some area of concentration to meet individual academic and career interests. Together, the student and the program director plan a course of study based on the student's stated goals. The program prepares professionals for a range of roles. It does not lead to teacher certification.

Students in Studies in Education have pursued careers in areas such as writing for children, educational policy and advocacy, educational consultation, creating developmentally appropriate content for television and media, after school programming, and arts education. Prospective students are invited to discuss their interest in this program with the program director, Abbe Futterman, to explore individual areas of concentration.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a strong interest in studying children, the way they learn, and the adults who provide materials and leadership for them. To qualify for the Ed.M. track, applicants must hold a prior master's degree in education.

### Certification

Graduates of this program are not eligible for certification. This program is not intended for individuals who plan to be classroom teachers.

### Supervised Fieldwork/Advisement

While students take courses, they gain appropriate experience and intensive advisory support through supervised fieldwork/advisement. Students will enroll in supervised fieldwork for one semester (6 credits) or two semesters (12 credits).

The fieldwork placements will be selected with the student's special focus in mind. For students already working in an appropriate setting, this may become the major work site for supervision. See page 13 for a full description of supervised fieldwork/advisement.

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

All students in the program take courses from a few core areas:		18 – 24
<ul style="list-style-type: none"><li>• human development</li><li>• philosophy of education</li><li>• curriculum development</li></ul>		
The remaining academic credits are taken in courses relevant to the student's particular interests, including up to six approved graduate credits transferred into the program from other institutions.		
EDUC 930-1/7	Supervised Fieldwork/Advisement (1 or 2 semesters)	6 – 12
	Integrative Master's Project	0
<b>TOTAL CREDITS</b>		<b>30</b>

# Studies in Education: Leadership Focus

Abbe Futterman, Director  
afutterman@bankstreet.edu

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

## Overview

The Studies in Education leadership Pathways program enables you to follow the sequence of courses in Bank Street's Progressive Leadership Program.

As a student in the program, you will learn alongside a dedicated group of educators who share your passion for educational leadership, building a strong professional network while pursuing challenging coursework and guided fieldwork.

This program culminates in a Master of Education (for those with a prior master's degree), or a Master of Science in Education, requiring 31 credits.

## Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a strong interest in studying children, the way they learn, and the adults who provide materials and leadership for them. To qualify for the Ed.M. track, applicants must hold a prior master's degree in education.

**Course Requirements** *Students in this cohort program should review page 133 for information on program plans.*

<b>LEAD 503</b>	Adult Development: Implications for Educational Leadership	<b>3</b>
<b>LEAD 510</b>	Leading Critical Issues in Curriculum and Instruction	<b>3</b>
<b>LEAD 530</b>	Education Policy, Advocacy, and Law	<b>3</b>
<b>LEAD 537</b>	Organizational Development: Implications for Educational Leadership	<b>3</b>
<b>LEAD 603</b>	School Change: The Transformational Leader	<b>3</b>
<b>LEAD 615</b>	Processes of Supervision and Professional Development	<b>3</b>
<b>LEAD 660</b>	Research for Educational Change	<b>3</b>
<b>LEAD 621</b>	Fiscal Management for Educational Leaders	<b>1</b>
<b>LEAD 9181-3</b>	Leadership Supervised Fieldwork/Advisement (3 credits per semester/3 semesters)	<b>9</b>

**TOTAL CREDITS** **31**

## Certification

Graduates of this program are not eligible for School Building Leader certification. This program is not intended for individuals who plan to be school building leaders.

## Supervised Fieldwork/Advisement

Supervised fieldwork/advisement lies at the heart of a Bank Street education. Through sustained experiences in the field, supervision from core faculty, and close collaboration with peers, our graduate students develop the ability to connect theory to practice and to reflect deeply on their own growth as educators. In this program: You will be supervised by a Bank Street faculty advisor who is an experienced New York City school leader. Supervised fieldwork extends over the full duration of the program and is generally located at the site where you currently work, with visits from your advisor and mentoring from your site supervisor.

## Child Life Online (This program is accredited by ACLP)

Deb Vilas, Director  
dvilas@bankstreet.edu

### 42 Credits Master of Science (M.S.)

#### Overview

The 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 culturally sensitive, family-centered, developmentally appropriate care, and learn how to work with children and their families who are living with acute or chronic illness, surgery, trauma, injuries, and disabilities.

Throughout the program, students integrate theory and practice, grounding their work in a deep understanding of child and adolescent development. Students learn to advocate for and with children and their families, prepare children for medical procedures, teach children and their families about their diagnosis and treatment, minimize stress and anxiety for children and their families, create opportunities that strengthen self-esteem and independence, provide non-pharmacological techniques to comfort children, and provide life experiences that promote optimal growth and development.

You will be asked to use a range of technological tools as part of your online program. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

#### Clinical Experience & Supervised Fieldwork/Advisement One Semester Internships & Advisement

During the semester of supervised fieldwork/advisement, students are interns in child life health care settings where they are mentored by a Bank Street advisor and supervised by Certified Child Life Specialists in their fieldwork placement. Supervised fieldwork students participate in a one-semester weekly synchronous online conference group and ongoing advisement, which are instrumental in supporting professional growth and development during their internship.

#### Two Semester Internship and Advisement

In rare cases, hospitals require a two-semester internship. Students who pursue a two-semester internship require Bank Street supervision for the second semester of the internship and will be charged an additional fee for advisement supervision.

#### Practicum

Students who complete a practicum prior to their internship and while enrolled in the program will also be charged an additional fee for supervision.

#### Securing an Approved Internship Position

All child life students are required to secure an internship position in a clinical setting in order to receive a master's degree and sit for the ACLP certification exam. Internships are primarily full-time for one semester. To gain this highly competitive position, child life students are strongly encouraged to apply to a minimum of fifteen internship placements. Each student must be interviewed for and accepted into a setting that meets Association of Child Life Professionals (ACLP) standards of practice. To be able to complete an internship your site must also hold an affiliation agreement with Bank Street, or be willing to enter into an affiliation agreement. Students should be aware that an agreement process can take a few months to complete. Bank Street has a high success rate of negotiating agreements with hospitals; however, the College cannot guarantee an affiliation agreement.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and the application process. Applicants for this program must have completed a bachelor's degree and demonstrate experience working with children. Admitted students must complete documented paid or volunteer hours with both well and sick children prior to applying for practicums or internships. One hundred of these hours must be in a healthcare setting. There is no minimum number of hours required outside a healthcare setting. Examples include but are not limited to volunteering in a hospital, programs for children with medical diagnoses, child life pre-internship experiences, volunteering at hospice sites, and paid work experience in a hospital setting.

Applicants will need a letter from a professional reference who has directly observed you working with children. A letter from a Certified Child Life Specialist is recommended, but not required. Applicants must have a dedicated computer or tablet and reliable internet access to participate in this program. At this time, Bank Street, cannot accept applications for the 42 credit program, which includes an internship, from outside the United States.

#### Certification

The Association of Child Life Professionals grants child life professional certification. Upon successful completion of our child life master's degree program including internship, graduates will be prepared to sit for the ACLP certification examination. For more information, contact the Association of Child Life Professionals at (301) 881-7090 or (800) 252-4515 or <http://www.childlife.org>.



## Child Life Online *(continued)*

**Course Requirements** *Note: Students in the Child Life program follow a cohort model, taking courses in a prescribed sequence and timeline. Review page 133 for information on program plans.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 821</b>	Child Life in the Healthcare Setting: A Family-Centered Care Approach [Prerequisite or corequisite: EDUC 500]	<b>3</b>
<b>EDUC 826</b>	Medical Aspects of Illness: A Child Life Perspective [Prerequisite or corequisite: EDUC 500]	<b>3</b>
<b>EDUC 503</b>	Development: Adolescence through Emerging Adulthood [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 829</b>	Therapeutic Play Techniques for Child Life Specialists [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 828</b>	Loss in Children's Lives: Implications for Schools, Hospitals, and Home [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 832</b>	Cross-Cultural Perspectives: Families and Ethical Issues in Child Life Practice [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 621</b>	Introduction to Child Life Documentation [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 822</b>	Children with Special Healthcare Needs: In the Hospital, at Home and in School [Prerequisites: EDUC 500 and EDUC 821]	<b>3</b>
<b>EDUC 830</b>	Research for Child Life Specialists [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 825</b>	The Role of Child Life Beyond the Hospital: A Local, National, and Global View	<b>3</b>
<b>LEAD 825</b>	Child Life Leadership and Program Development [Prerequisite: EDUC 500]	<b>3</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>EDUC 950</b>	Clinical Experience and Supervised Fieldwork: Children in Healthcare Settings	<b>6</b>
<b>IMP</b>	Integrative Master's Project	<b>0</b>
<b>TOTAL CREDITS</b>		<b>42</b>



## Child Life Online – Advanced Standing

Deb Vilas, Director  
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### 30 Credits Master of Science (M.S.)

#### Overview

The Advanced Standing program is designed for students who are Certified Child Life Specialists in both hospital and community healthcare environments and wish to obtain a master's degree to further their skills or career. Students strengthen the skills necessary to promote culturally sensitive, family-centered care and learn additional methods to work with children and their families who are living with the realities of acute or chronic illness, surgery, trauma, injuries, and disabilities. Students integrate theory and practice as they learn developmentally appropriate ways of working with children and their families in healthcare settings. Students learn to advocate for and with children and their families, prepare children for medical procedures, teach children and their families about their illness, minimize stress and anxiety for children and their families, create opportunities that strengthen self-esteem and independence, and provide non-pharmacological techniques

to comfort children, and provide life experiences that promote optimal growth and development.

You will be asked to use a range of technological tools as part of your online program. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

#### Admissions Requirements

See page 120 for graduate school admissions criteria and the application process. Applicants for this program must have completed a bachelor's degree and be a Certified Child Life Specialist. Applicants will need a letter from a professional reference who has directly observed you working with children. A letter from a Certified Child Life Specialist is recommended, but not required. Applicants must have a dedicated computer or tablet and reliable internet access to participate in this program.

#### Certification

This program does not lead to certification.

**Course Requirements** *Note: Students in the Child Life program follow a cohort model, taking courses in a prescribed sequence and timeline. Review page 133 for information on program plans.*

<b>EDUC 500</b>	Child Development	<b>3</b>
<b>EDUC 826</b>	Medical Aspects of Illness: A Child Life Perspective [Prerequisite or corequisite: EDUC 500]	<b>3</b>
<b>EDUC 503</b>	Development: Adolescence through Emerging Adulthood [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 829</b>	Therapeutic Play Techniques for Child Life Specialists [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 828</b>	Loss in Children's Lives: Implications for Schools, Hospitals, and Home [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 832</b>	Cross-Cultural Perspectives: Families and Ethical Issues in Child Life Practice [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 822</b>	Children with Special Healthcare Needs: In the Hospital, at Home and in School [Prerequisites: EDUC 500 and EDUC 821]	<b>3</b>
<b>EDUC 830</b>	Research for Child Life Specialists [Prerequisite: EDUC 500]	<b>3</b>
<b>IMP</b>	Integrative Master's Project	<b>0</b>
<b>LEAD 825</b>	Child Life Leadership and Program Development [Prerequisite: EDUC 500]	<b>3</b>
<b>EDUC 825</b>	The Role of Child Life Beyond the Hospital: A Local, National, and Global View	<b>3</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TOTAL CREDITS</b>		<b>30</b>

“My introduction to Child Life Online was truly an eye-opener for me, not only in the field of Child Life, but in the individualized attention that Bank Street offers every student.”

Rachel, Child Life Online



# Educational Leadership Department





# Educational Leadership Department

Lydia Colón Bomani, Department Chair  
lcolonleon@bankstreet.edu

## Overview

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

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

Drawing heavily upon the philosophy of progressivism elaborated by Bank Street’s founders, our approach challenges leaders to attend both to the unique qualities and potential each learner brings to the classroom and to the educator’s role in creating a more caring, just society.

Our programs enable candidates to explore the complexities and dynamics of transformational leadership. Candidates consider the sociopolitical realities that frame the work of schools, the ethical and moral dimensions of leadership, the role of leader as researcher, and the practices of school administration.

Our Educational Leadership programs align with national and state leadership standards. Programs of study include Progressive Leadership Program, Future School Leaders Academy, Early Childhood Leadership Advanced Certificate, Leadership in Mathematics Education, Leadership in Museum Education, National Aspiring Principals Fellowship and Certificate program, and School District Leadership.

The Department offers the Master of Science in Education (M.S.Ed.) and the Master of Education (Ed.M.) degrees. The M.S.Ed. requires from 30 to 42 credits (depending on the program). The Ed.M., an advanced degree program for candidates who already have a master’s degree in education, requires 30–36 credits of study at

*“Bank Street will ask you to slow down and look at the world carefully and allow the people and places to teach you about what matters.”*

**Erica, Progressive Leadership Program**



# Progressive Leadership Program

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Abbe Futterman, Director  
afutterman@bankstreet.edu

**31 credits: Master of Education (Ed.M.)**

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

The Progressive Leadership Program, formerly the Principals Institute, continues to be committed to preparing leaders who will initiate and nurture progressive practices in New York City schools and beyond. The cohort program leads to a Master of Science in Education, or for applicants with a prior master's degree, a Master of Education degree, with a concentration in school leadership, and to New York State certification as a School Building Leader. The program is generally completed in 16 months, including one summer. This program is offered fully online.

You will be asked to use a range of technological tools as part of your online program. You must have a dedicated computer or tablet and stable internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

*Students in this cohort program should review page 133 for information on program plans.*

## **Supervised Fieldwork/Advisement**

Supervised fieldwork/advisement is integrated throughout the program, beginning the first semester. Candidates are supported by a Bank Street faculty advisor in a variety of activities including a school-based internship, conference groups, and one-on-one meetings. Throughout supervised fieldwork, Bank Street advisors work with mentor principals to ensure that the individual needs of each candidate are met, and work with candidates to process the internship experience and gauge progress. The mentor principal supports the candidate through a developmental learning experience.

## **Admissions Requirements**

See page 120 for graduate school admissions criteria and application process. Applicants for this program should have at least three years of head teaching experience or of pupil personnel service (PreK-12). Applicants need to be working at a school site in an appropriate position during the duration of the program. If an applicant's school site requires certification in order to work, this certification must be valid throughout the entire duration of the program.

## **Certification**

Graduates are eligible for New York State School Building Leader (SBL) certification. To be eligible for certification, candidates must have successfully completed three years of teaching or pupil personnel service work in PreK-12 settings. Candidates are also required to pass both the New York State School Building Leader Assessment and the Educating All Students exam. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

The intent of the program is to prepare future school leaders who are equipped to meet the expectation of each respective school district. This goal is achieved through the design of competencies, tasks, and assessments through which students demonstrate their knowledge and skills as future school building leaders. By embedding the program in the district, this supports the development of a district leadership pipeline and builds the internal capacity for sustainability.

# Progressive Leadership Program *(continued)*

<b>Course Requirements Ed.M. or M.S.Ed. Degree: 31 Credits</b>		
<b>LEAD 503</b>	Adult Development: Implications for Educational Leadership	<b>3</b>
<b>LEAD 510</b>	Leading Critical Issues in Curriculum and Instruction	<b>3</b>
<b>LEAD 530</b>	Education Policy, Advocacy, and Law	<b>3</b>
<b>LEAD 537</b>	Organizational Development: Implications for Educational Leadership	<b>3</b>
<b>LEAD 603</b>	School Change: The Transformational Leader	<b>3</b>
<b>LEAD 615</b>	Processes of Supervision and Professional Development	<b>3</b>
<b>LEAD 660</b>	Research for Educational Change	<b>3</b>
<b>LEAD 621</b>	Fiscal Management for Educational Leaders	<b>1</b>
<b>LEAD 9181-3</b>	Leadership Supervised Fieldwork/Advisement (3 credits per semester/3 semesters)	<b>9</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>31</b>



# Early Childhood Leadership

Wendy Pollock, Director  
wpollock@bankstreet.edu

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

The Early Childhood Leadership program is designed to support the development of early childhood directors and strengthen the leadership skills of present leaders/directors/administrators who need state certification.

The program will enable participants to earn two credentials: their School Building License (SBL) certification from the New York State Education Department and Children's Program Administrator Credential (CPAC)\* from the New York State Association for Early Childhood Education.

This program is offered fully online. You will be asked to use a range of technological tools as part of your online program. You must have a dedicated computer or tablet and stable internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

Applicants for CPAC Certification must have an earned Bachelor's degree with an undergraduate GPA of 3.0 (B average) or higher and a minimum of 18 credits in child development (early childhood education or related area).

Applicants for SBL and CPAC Certification must have an undergraduate GPA of 3.0 (B average) or higher, and at least three years of experience working as a full-time, paid, head teacher or in pupil personnel services, in an early childhood center, a community-based center or elementary school (PreK-3). Applicants will need to be working at an appropriate site during the duration of the program.

\* The Children's Program Administrator Credential of New York State is an alternative certification designed to provide for and be recognized as a standard by which to measure program management, fiscal management, and leadership abilities of early childhood and school-age program administrators.

### Supervised Fieldwork/Advisement

Supervised fieldwork and advisement is completed during the Fall and Spring semesters of the program. Through supervised fieldwork/advisement, candidates practice leadership activities in their work settings and, with guidance from their faculty advisor and site mentor, develop the ability to synthesize theory and practice.

### Certification

Students will be eligible for certification upon completion of course requirements of the degree and the portfolio has been completed successfully.

**CPAC Certification:** To be eligible for a Children's Program Administrator Credential through the NYS Association for the Education of Young Children, candidates must complete 18 college credits in child development or related areas, 18 credits in program administration, a portfolio demonstrating mastery in each of the six Program Administrator Credential Competencies, and submit three letters of professional recommendation.

**SBL Certification:** To be eligible for New York State School Building Leader (SBL) certification, candidates must have an earned Master's degree in education, successfully completed three years of full-time, paid head teaching or pupil personnel services work in PreK-12 settings, and must pass both the New York State School Building Leader Assessment and the Educating All Students exam.

See page 146 for more detailed certification information.

### Course Requirements

<b>LEAD 503</b>	Adult Development: Implications for Educational Leadership	<b>3</b>
<b>LEAD 510</b>	Leading Critical Issues in Curriculum and Instruction	<b>3</b>
<b>LEAD 530</b>	Education Policy, Advocacy, and Law	<b>3</b>
<b>LEAD 537</b>	Organizational Development: Management and Regulations	<b>3</b>
<b>LEAD 615</b>	Processes of Supervision and Professional Development	<b>3</b>
<b>LEAD 624</b>	Fiscal Management, Grant Development and Marketing for Leaders	<b>3</b>
<b>LEAD 603</b>	<b>Transformational Change</b>	<b>3</b>
<b>LEAD 9201-3</b>	Early Childhood Leadership Supervised Fieldwork/Advisement (3 credits per semester; 3 semesters)	<b>9</b>
<b>ELPF 500</b>	Early Childhood Leadership Portfolio	<b>0</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>30</b>

# Future School Leaders Academy

Lydia Colón Bomani, Department Chair & Director  
lcolonleon@bankstreet.edu

## 30 credits

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

The Future School Leaders Academy (FSLA) aims to increase the size, quality, and diversity of the pool of candidates for educational leadership positions in the public schools and districts in the lower Hudson Valley region and to enable these individuals to address leadership challenges and the region's unique conditions and priorities. The program uses a collaborative, hands-on approach to leadership preparation and is offered in partnership with Putnam/Northern Westchester BOCES and participating school districts.

FSLA is designed to develop candidates' ability to lead and manage schools and districts as purposeful, effective, humane organizations, in order to achieve continuous growth, equity, and excellence. It seeks to broaden and deepen candidates' understanding of values, trends, and issues that affect learning and teaching, schools, and their communities. There is a specific focus on the challenges of developing learning communities and improving achievement in increasingly diverse districts and schools and on how to develop a culture of innovation, risk taking, and reflective practice to foster good teaching and learning.

To successfully complete the program, candidates must complete the 30-credit course of study, a culminating project and standards-based portfolio, and a 600-hour building and district leadership internship. The course of study is over two academic years and the intervening summer and is organized around four core themes: leading learning, leading a learning organization, using a learner-centered approach to managing resources and policies, and leading improvement through inquiry and action.

*Students in this cohort program should review page 133 for information on program plans.*

### Admissions Requirements

See page 120 for graduate school admissions criteria and FSLA webpage for the application process. Candidates are

nominated by a participating school district or BOCES. Applicants for this program must have a master's degree in education and at least three years of teaching or pupil personnel experience (PreK-12) and demonstrate leadership ability in an educational setting, including a commitment to working with diverse populations and implementing strategies to close the achievement gap. FSLA offers a Transition D option for school or district staff that have at least three years of experience that is equivalent to a teacher, administrator or pupil personnel provider; a master's degree in a relevant field; and who demonstrates promise as an educational leader. If an applicant's school site requires certification in order to work, this certification must be valid throughout the entire duration of the program.

### Supervised Fieldwork/Advisement

With the aim of helping candidates synthesize theory and practice, supervised fieldwork/advisement extends over the two years of the program. Candidates complete a building and district leadership internship encompassing a wide range of activities in their schools, guided by their on-site supervisors and their Bank Street advisors. They participate in conference groups on a regular basis.

### Certification

FSLA leads to an advanced master's degree (Ed.M.) and graduates are eligible for New York State K-12 certification as a School Building Leader (SBL) and a School District Leader (SDL). To qualify for each certificate, candidates must pass the corresponding New York State Assessment and the Educating All Students exam. Transition D candidates will only qualify for certification as a School District Leader (SDL). See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program. To graduate from the dual certification program, candidates must pass the New York State Assessment in School District Leadership.



## Future School Leaders Academy *(continued)*

### Course Requirements

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leading Critical Issues in Curriculum and Instruction	3
LEAD 532	Foundations of Educational Leadership: Ethics and Philosophy	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 664	Research for Educational Change	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 9061-4	Future School Leaders Academy Supervised Fieldwork/Advisement (1.5 credits per semester; 4 semesters)	6
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>30</b>



# Leadership in Mathematics Education Online

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Robin Hummel, Director  
rhummel@bankstreet.edu

## 37 credits

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

This program is designed for teachers, academic coaches, or administrators who want to become school leaders with a deeper understanding of mathematics. While candidates earn New York State School Building Leader certification, those who live outside of New York can pursue certification in their home states based on completion of an approved program in New York. This 16-month, fully online program is a cohort model, which supports a sustained learning community throughout the student's tenure in the program.

This unique program combines opportunities to learn more mathematics, enhance mathematics pedagogy, delve deeply into professional development issues, and learn a full range of essential school leadership skills from anywhere in the country. During this program, students engage in intensive course work in adult development, action research, mathematics, mathematics leadership, and school building leadership. Students are expected to assume a range of leadership responsibilities with an emphasis on professional development in mathematics.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants for this program should have at least three years of head teaching experience. If an applicant's school site requires certification in order to work, this certification must be valid throughout the entire duration of the program.

### Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years between the three summer residency periods of coursework. Through supervised fieldwork/advisement, candidates practice leadership activities in their work settings and, with guidance, develop the ability to synthesize theory and practice. Candidates are visited in their settings twice a semester each year if they live close to the New York metropolitan area; otherwise, advisement is facilitated by means of video and synchronous online meetings.

### Certification

Graduates are eligible for New York State School Building Leader (SBL) certification. It also offers professional teaching certification to those who hold NYS initial certification. To be eligible for SBL certification, candidates must have successfully completed three years of teaching or pupil personnel service work in PreK–12 settings and must pass both the New York State School Building Leader Assessment and the Educating All Students exam. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

### Dual Certification (SBL and SDL) Option

By taking an additional five credits of coursework in School District Leadership (see SDL course requirements on page 83), qualified candidates who can document successful completion of a total of 60 graduate credits (including credits earned at Bank Street) may also be recommended for New York State School District Leader (SDL) certification. Graduates must complete the SDL sequence within eight years of graduation to qualify for this option. They must also pass the New York State SDL assessment.

## Leadership in Mathematics Education Online *(continued)*

**Course Requirements** *Students in this cohort program should review page 133 for information on program plans.*

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leading Critical Issues in Curriculum and Instruction	3
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 667	Research for Mathematics Leaders I	1
LEAD 668	Research for Mathematics Leaders II [Prerequisite LEAD 667]	1
LEAD 669	Research for Mathematics Leaders III [Prerequisite LEAD 668]	1
LEAD 827	Understanding Quantitative Data: Implications for Educational Leaders	3
MATH 525	Mathematics for Leaders of Inclusive Schools: Supporting Teachers in Meeting the Needs of All Learners	3
MATH 541	Integrated Mathematics I	3
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	3
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	3
LEAD 945-2	Mathematics Leadership Supervised Fieldwork and Advisement (3 terms; 2 credits per term)	6
LEAD 946-2	Mathematics Leadership Summer Advisement (3 terms; 1 credit per term)	3
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>37</b>



# Museum Studies: Learning and Engagement in Museums & Cultural Organizations

Brian Hogarth, Director  
bhogarth@bankstreet.edu

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

Our Learning and Engagement in Museums and Cultural Organizations degree will prepare you for a variety of informal educational work in cultural organizations: strengthening civil society through innovative programming, community engagement, online resources and other programs for diverse participants, including children, families and adults. The program introduces you to the field and its many dimensions, advances your professional and educational practice, and builds your capacity to make change happen, inside organizations and within communities.

This is a blended program. Coursework is done mostly online, complemented by five short, face-to-face weekend meetings in each of the two years in the greater NYC area, plus one weeklong summer session. During the face-to-face meetings, we visit organizations, observe programs, hold small workshops, and meet with professionals at their worksites.

This program will prepare you to work as an educator or public programmer designing and implementing a variety of learning and community engagement programs for cultural and non-profit organizations with educational

missions. The range of organizations include art, history, nature, science, and children's museums, historic sites, gardens, parks, performing arts centers, zoos, aquariums, libraries, and community centers, among others.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Ideal applicants are actively seeking regular work in the sector or are several years into their career. They should demonstrate involvement or connections with a museum, library, community or cultural (non-profit) organization, either through full-time, part-time, or as-needed employment, or through volunteer work, undergraduate coursework related to education in the arts/museums, classroom teaching or internship experiences with museums or cultural organizations, or a combination of the above.

### Supervised Fieldwork/Advisement

The program integrates coursework with the candidates' ongoing professional commitments. Each student is assigned an advisor who has had substantial 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 a small conference group of people who share the same advisor.

### Certification

The program does not lead to certification.

### Course Requirements

LEAD 504	Human Development	3
LEAD 505	Teaching and Learning with Objects	1
LEAD 506	Educational & Social Role of Museums and Cultural Organizations	2
LEAD 507	Learning Theories	1
LEAD 508	Programming with Diverse Publics	2
LEAD 509	Digital Learning	1
LEAD 516	Designing Educational Exhibits and Spaces	2
LEAD 517	Partnerships and Collaborations [Prerequisite: LEAD 506]	1
LEAD 519	Curriculum Development [Prerequisite: LEAD 504]	3
LEAD 520	Understanding Audiences and Users	1
LEAD 521	Development & Fundraising	1
LEAD 522	Leadership Development	1
LEAD 523	Organizational Dynamics	2
LEAD 524	Professional Development	1
LEAD 529	Summer Institute	2
LEAD 9601-2	Museum Advisement (2 semesters/2 credits each semester)	4
LEAD 9611-2	Museum Supervised Fieldwork/Advisement (2 semesters/4 credits each semester)	8
<b>TOTAL CREDITS</b>		<b>36</b>



# National Aspiring Principals Fellowship Program

Nicole Limperopulos, Director  
nlimperopulos@bankstreet.edu

## 30 credits - Master of Science in Education (M.S.Ed.) 24 credits - Certificate

In collaboration with New Leaders, the National Aspiring Principals Fellowship is designed to support the growth and development of school leaders of color and equity-focused leaders. The NAPF provides students with two pathways to building leadership: (1) the master's degree, or (2) the certificate program. Students following the master's degree track complete 30 credits of coursework, including six credits of supervised fieldwork, over four semesters (fall, spring, summer, fall) and graduate with a Master's of Education in Education Leadership and an institutional recommendation for New York State School Building Leadership. Students enrolled in the certificate program complete 24 credits, including six credits of supervised fieldwork, over three semesters (fall, spring, summer), and receive an institutional recommendation for New York State School Building Leader Certification.

This program is offered fully online. You will be asked to use a range of technological tools as part of your online program. You must have a dedicated computer or tablet and stable internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

### Course Requirements

LEAD 531	History of Urban Education	3
LEAD 538	School Culture and Community Relations	3
LEAD 510	Leadership in Curriculum and Instructions	3
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 539	Education Resource Management	3
LEAD 530	Education Policy, Advocacy, and Law	3
LEAD 660	Research for Educational Change**	3
LEAD 503	Adult Development: Implications for Educational Leadership**	3
LEAD 9181-2	Supervised Fieldwork/Advisement (2 semesters/3 credits each semester)	6

**TOTAL CREDITS FOR MASTER'S** **30**

**TOTAL CREDITS FOR CERTIFICATE** **24**

\*\*Indicates courses required for Master's degree only

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process.

### Supervised Fieldwork/Advisement

The program integrates supervise fieldwork within the first semester of the program and is required for both the master's degree and certificate program.

### Certification

The program leads to SBL certification. See page 146 for more information on the certification process.

## School District Leadership (Non-Degree)

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Lydia Colón Bomani, Department Chair & Director  
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### 11 credits

*Please note that candidates who are currently enrolled in a qualifying Bank Street leadership program may be recommended for SDL certification after completing a five-credit SDL sequence, provided that they have taken a total of 60 graduate credits. This option is also available to graduates of qualifying Bank Street leadership programs who complete a five-credit SDL sequence within eight years of graduation, provided that they have taken a total of 60 graduate credits. For further information, see the page devoted to each leadership program.*

The School District Leadership Non-Degree program prepares candidates to be strong, responsive instructional leaders in a district or regional context. It addresses such issues as developing a district vision, analyzing relationships among key constituencies, leading district-wide reform efforts, understanding accountability from a district perspective, and making sound decisions in such spheres as instructional policy, planning, fiscal and human resources, facilities, legal and equity issues, and external relationships. Coursework and field experiences move through this wide range of topics with the needs of diverse students, families, and communities as a steady north star.

The program prepares candidates for a range of positions, including superintendent, assistant superintendent, staff developer, curriculum coordinator, early childhood supervisor, and supervisor of services for special populations (such as children with special needs or dual language learners).

The program requires five credits of coursework and six credits of supervised fieldwork. Candidates who need additional coursework to reach the 60 graduate credits required for SDL certification may take, in addition, electives that do not duplicate prior coursework.

This program leads to School District Leader (SDL) certification but does not lead to a master's degree. It is intended primarily for those who already have completed a master's or doctorate in educational leadership at an accredited graduate institution and have completed a program leading to a school building leader certification (SAS or SBL).

The program's format is geared both to candidates who reside within the NYC metropolitan area and to those who live at some distance.

This program is offered fully online. You will be asked to use a range of technological tools as part of your online program. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

### Admissions Requirements

See page 120 for graduate school admissions criteria and application process. Applicants should have a master's degree in educational leadership and have previously qualified for SAS or SBL certification. Applicants will need to have 60 graduate credits by the time they graduate.

### Supervised Fieldwork/Advisement

During one academic year, candidates practice leadership in their work settings or in supervised district placements, with considerable support from both their Bank Street advisor and their site supervisor. Some field activities are also integrated into the program coursework. During Supervised Fieldwork/Advisement, candidates work closely with their advisor and peers in integrating theory and practice.

### Certification

This program leads to New York State School District Leader certification. To be eligible for certification, candidates must have successfully completed 60 credits at the graduate level including a Master Degree, and three years of classroom teaching and/or pupil personnel service and/or educational leadership service in public or non-public PreK–12 schools. They must also pass both the New York State School District Leader Assessment and the Educating All Students exam. See page 146 for more detailed certification information. Completion or evidence of completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (Dignity for All Students) is a requirement of this program.

# School District Leadership (Non-Degree) *(continued)*

<b>Course Requirements</b>		
<b>LEAD 861</b>	Leading a School District I	<b>1</b>
<b>LEAD 862</b>	Leading a School District II	<b>1</b>
<b>LEAD 863</b>	Leading a School District III	<b>1</b>
<b>LEAD 864</b>	Leading a School District IV	<b>1</b>
<b>LEAD 870</b>	Special Education Leadership: The District Perspective	<b>1</b>
<b>LEAD 9081-2</b>	School District Leadership Supervised Fieldwork/Advisement (Not required for Bank Street students in a qualifying leadership program.)	<b>6</b>
<b>TEWS501N</b>	State Mandated Training on School Violence Prevention	<b>0</b>
<b>TEWS500N</b>	State Mandated Training in Child Abuse Identification and Reporting	<b>0</b>
<b>TEWS708N</b>	State Mandated Training in Dignity for All Students Act	<b>0</b>
<b>TOTAL CREDITS</b>		<b>11</b>

**Suggested Electives** *(to be taken as needed to fulfill the required 60 graduate credits)*  
*With the approval of their advisors, candidates may take appropriate courses for credit from Bank Street's Continuing Professional Studies (see page 115). Many of the Continuing Professional Studies courses have weekend formats.*



# Aspiring Superintendent Academy (Non-Degree)

Nicole Limperopulos, Director  
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## 11 credits Certificate

The Aspiring Superintendents Academy is a competency-based certificate program that has been developed in collaboration with the New York City Department of Education. The program is delivered over two semesters (fall and spring) and prepares candidates to be transformational district leaders. Course content includes a focus on developing a district vision, assessing relationships among key stakeholders, understanding accountability through a district lens, and allocating the fiscal, human, and materials resources across the district.

The coursework prepares students for a variety of district-level roles, including superintendent, assistant superintendent, staff developer, curriculum coordinator, supervisor of services for special populations.

This program is offered fully online. You will be asked to use a range of technological tools as part of your online program. You must have a dedicated computer or tablet and stable Internet access. You will be expected to become familiar with the online tools, reach out to ask for support as you navigate the technology, and strengthen your presence and skill set in the online environment.

## Admissions Requirements

Candidates wishing to enroll in ASA must possess a minimum of 49 graduate credits from previous coursework. See page 120 for graduate school admissions criteria and application process.

## Supervised Fieldwork/Advisement

ASA consists of five credits of courses, and six credits of supervised fieldwork.

## Certification

This program culminates in an institutional recommendation for School District Leadership (SDL) and is intended for those individuals who have already completed a master's or doctoral degree in educational leadership at an accredited institution and/or have completed a program leading to School Building Leader Certification (SBL or SAS).

Please see page 146 for additional certification requirements.

## Course Requirements

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 9081-2	School District Leadership Supervised Fieldwork/Advisement	6
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
TOTAL CREDITS		11



## Leaders in Education Apprenticeship Program (LEAP)

Nicole Limperopulos, Director  
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### 30 credits, Master of Education (Ed.M.)

The Leaders in Education Apprenticeship Program is a 30-credit degree program that culminates in a Master's Degree in Education Leadership and an institutional recommendation for New York State School Building Leader Certification.

Over three semesters (summer, fall, spring) LEAP provides students with a rigorous, competency-based curriculum that prepares future school leaders who are equipped to meet the challenges of building leadership. By embedding the program in the district, this supports the development of a district leadership pipeline and builds the internal capacity for sustainability.

#### Course Requirements

LEAD 537	Organizational Development: Implications for Educational Leadership	3
LEAD 873	Special Education Leadership: Meeting the Needs of All Students	1
LEAD 912/8	Leadership Supervised Fieldwork/Advisement	8
LEAD 510	Leading Critical Issues in Curriculum and Instruction	3
LEAD 530	Education Policy, Advocacy, and Law	3
LEAD 660	Research for Educational Change	3
LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 603	School Change: The Transformational Leader	3
LEAD 615	Processes of Supervision and Professional Development	3
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>30</b>

## Yonkers Urban Leadership Academy (YULA)

Nicole Limperopulos, Director  
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### 30 credits, Master of Education (Ed.M.)

The Yonkers Urban Leadership Academy is a collaborative partnership between Bank Street and Yonkers Public Schools, and prepares students for school building leadership.

YULA is a 30-credit competency-based program, delivered over four semesters (summer, fall, spring, fall) that culminates in a Master's Degree in Education Leadership and an institutional recommendation for New York State School Building Leadership. By embedding the program in the district, this supports the development of a district leadership pipeline and builds the internal capacity for sustainability.

#### Course Requirements

LEAD 537	Organizational Development: Implications for Educational Leadership	3
LEAD 873	Special Education Leadership: Meeting the Needs of All Students	1
LEAD 912	Leadership Supervised Fieldwork/Advisement	8
LEAD 510	Leading Critical Issues in Curriculum and Instruction	3
LEAD 530	Education Policy, Advocacy, and Law	3
LEAD 660	Research for Educational Change	3
LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 603	School Change: The Transformational Leader	3
LEAD 615	Processes of Supervision and Professional Development	3
TEWS501N	State Mandated Training on School Violence Prevention	0
TEWS500N	State Mandated Training in Child Abuse Identification and Reporting	0
TEWS708N	State Mandated Training in Dignity for All Students Act	0
<b>TOTAL CREDITS</b>		<b>30</b>



# Course Descriptions





# 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 Long, Summer 1, Summer 2)
- (F) Fall term
- (S) Spring term
- (Jan) January term
- (SL) Summer Long term
- (S1) Summer 1 term
- (S2) Summer 2 term
- (S1–S2) Across Summer 1 and Summer 2 terms
- (2/F) Every other Fall term
- (O) This course is sometimes offered as a blended or fully online course.
- (TBA) To be announced
- (\*) One asterick next to the term indicates the course is only offered in person that term
- (\*\*) Two astericks next to the term indicates the course is only offered for online programs

\*Every effort is made to offer courses as listed. Offerings are subject to change. Check the current course schedule on the College website. When TBA is noted, please see your advisor.

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

Courses on the schedule include these additional descriptors:

R - online course (only for students in an online program)

A/D/F/E/L/M/S/Y - cohort specific course

N - Continuing Professional Studies (CPS) course

## Child Development

### EDUC 500 3 credits (F, S\*, SL, S2) (O)

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

## Human Development

### EDUC 502 3 credits (S1)

This course focuses on understanding, teaching, and meeting the needs of children and adolescents through emerging adulthood. The interactions between physical growth and social, emotional, and cognitive development will be an organizing focus in the course. Participants will analyze critically different developmental theories in relation to their own educational settings and experience. Participants explore the social and educational implications of a wide range of learning and behavioral variations in the context of family, school lives, community and society. Issues related to identity --self and other, dependence and autonomy, race, class, gender, language, religion, sexuality, power, ability, and disability -- will be recurring themes. Participants will investigate topics and issues through a combination of readings, observations, interviews, case studies and discussion.

## Development: Adolescence through Emerging Adulthood

### EDUC 503 3 credits (S) (O) Child Life students only

This course continues from EDUC 500: Child Development, focusing on development from adolescence through emerging adulthood. The interactions between physical, social, emotional, and cognitive development will be an organizing focus in the course. Participants will critically analyze different developmental theories about their own experiences, and the experiences of adolescents and young adults and their families, in a range of settings. Through reading classic and current literature, participants will attend to some of the larger questions about development, such as the role and impact of brain development, as well as the tension between the search for developmental universals and the reality of individual differences. The course will pay close attention to adolescents' emerging identities as mediated by factors including family, peer group, socioeconomic class, gender identity, power, religion, race, language, culture and health, as participants learn to support adolescents and young adults in health care and community environments to develop agency and a positive sense of self. *Prerequisite: EDUC 500.*

## Language Acquisition and Learning in a Linguistically Diverse Society

### EDUC 505 2 credits (F\*, S, SL, S1, S2) (O)

Based on the belief that language is an essential foundation for learning, this course addresses the typical processes of language acquisition in mono- and multilingual learners. Participants will examine theories of language acquisition and the role that caregivers and educators play in the development of language. In addition, participants will analyze historical, political, educational, social, and emotional factors that influence the socially constructed hierarchies of language varieties. A significant part of the course will be devoted to students who learn

English as an additional language. Participants will learn how to use assessment of mono- and multilingual learners to identify appropriate instructional practices for social and academic language use in a range of educational settings. Course participants will also learn about ways of collaborating with families, colleagues, specialists, administrators, and interpreters.

### **Curriculum in Early Childhood Education (Grades N – 3) EDUC 510 3 credits (S)**

This course engages participants in understanding curriculum as the development of experiences and environments across the school day that support all domains of children's development including social, emotional, and cognitive. Participants study how children come to learn about themselves, others, and the world through rich interactions with people, environments, and materials. The course focuses on social studies as the core of the early childhood classroom, using children's lived experiences within families, neighborhoods, and communities as the central content for exploration. Social studies is a vehicle for a deeper understanding of self and others towards the goal of creating more just and democratic communities. Participants apply their learning as they develop interdisciplinary curriculum grounded in their observations of children's identities and curiosities as well as their development. Participants consider how to advocate for a progressive approach to curriculum across a range of contexts and with a diverse range of learners.

### **Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6) EDUC 513 3 credits (F, S\*) (O)**

This course provides the opportunity for participants to analyze and develop integrated curricula in social studies using a sociopolitical lens. Participants 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 and care about themselves and others through the social studies. There is an emphasis on differentiating curriculum, including attention to diverse linguistic and cultural backgrounds, and variations in development.

### **Curriculum in Early Childhood Education for Inclusive and Special Education Settings EDUC 514 3 credits (F, S\*, SL) (O)**

This course provides a framework for developing curriculum that engages all children in authentic meaning making about themselves and their wider world. Participants use principles of child development and developmental variation as a foundation for planning experiences that support deep learning. The course focuses on curriculum as the core vehicle for affirming children's developing identities, including cultural and linguistic

identity. Using social studies as the core of an integrated curriculum, participants plan using diverse materials, modalities, content, and perspectives to help children examine big questions. Participants use universal design principles to create learning experiences that are inclusive of a broadly diverse range of learners.

### **Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms EDUC 515 3 credits (F)**

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

### **Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years) EDUC 517 3 credits (TBA)**

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.

### **Educating Infants and Toddlers: Environments EDUC 519 3 credits (2/F)**

In this course graduate students will examine, define and expand the varied meanings of *environment* as it applies to the early care and education of children birth to three and their families. Participants will analyze and develop environments from a socio-economic, cultural, and developmental perspective, planning for infants and



toddlers who develop typically as well as for those with developmental variations, with a special focus on trauma-informed practice. Issues surrounding diversity, anti-bias care and infant mental health are addressed throughout in order to increase the awareness and sensitivity of teacher/caregivers. Graduate students gain experience in designing, setting up, and maintaining nurturing and emotionally responsive environments that promote the development of early literacy, scientific and mathematical thinking, and creativity. Principles of curricular and environmental design and materials selection are grounded in developmental theory. Topics include the relation of physical space to learning and development, scheduling the child's day, primary caregiving, staff relations, care of the family, and issues in caregiving such as separation, ethics, health and safety. The broad focus includes settings in centers, family child care, and hospitals.

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

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

Graduate students will explore aspects of the infant/toddler curriculum through the framework of the developmental interaction approach, which uses relationship-based care to promote healthy social and emotional well-being. A major focus of the course is infant/toddler play and the adult's role in reflecting on, supporting, and fostering play. Participants will learn to design curriculum that integrates language and literacy development; art and music; the use of expressive materials; and experiences that promote scientific and mathematical thinking. The course will prepare graduate students to critically examine the parameters of noteworthy programs for typically developing infants and toddlers as well as those with developmental variations and exposure to toxic stress. Graduate students will critique various local, national, and international exemplary and evidence-based approaches and programs. In order to concretize real-life issues, the course will include exploration of programs that serve diverse populations such as Early Intervention and Early Head Start. An overview of the early intervention law (Part C of IDEA) is included.

### **Supporting Students & Families through Advocacy & Wraparound Planning**

#### **EDUC 521 1 credit (SL, S2) (O)**

Participants will engage in a one credit, asynchronous learning experience designed to increase awareness, understanding and practices around advocacy and wrap-around planning, with a focus on children with disabilities. Participants will critically examine tools, resources, and planning processes that can better support children and families' successful engagement with schools and the larger community. Through engagement with interactive online materials and scholarly readings, participants will reflect on their own lived experience in understanding the role of an advocate. Participants will also reflect on

and apply an understanding of an equitable, strengths-based, collaborative approach to ensure the academic and social needs of children are met. Participants will learn strategies in creating comprehensive holistic pathways of support that put children and families at the center.

### **Assistive Technology as a Tool for Providing Educational Access**

#### **EDUC 525 1 credit (F\*, S, SL) (O)**

This course examines how technology can create opportunities for access and expression for learners, including children with variations in learning, sensory, communication, and physical development. Through readings, discussion, and experimenting with a variety of actual technologies, participants will strengthen their capacities to match such tools to learner needs in diverse learning environments and activities. Participants will reflect on classroom experiences to ascertain how accessibility for learners can be enhanced. They will consider broader issues of access and equity, as they deepen their understandings of how technology can assist in creating more inclusive learning environments.

### **Teaching Mathematics, Science and Technology: Curriculum, Methods and Assessment for Adolescents with Disabilities**

#### **EDUC 526 3 credits (cohort specific)**

An inquiry and problem solving approach forms an essential framework for the teaching of math, science and technology. This course examines assessment, curriculum and methods for developing, planning, implementing, and evaluating instructional strategies for students with disabilities, in the areas of math, science, and technology. It emphasizes teacher collaboration to support the differentiation of instruction based upon teaching structures, learner characteristics, learning environment, curriculum and standards. This course explores theoretical and practical frameworks for cross-curricular connections with access to the general education curriculum. Technology is both a subject of instruction as well as an instructional tool to support learning and communication.

### **Foundations of Modern Education**

#### **EDUC 530 3 credits (F, S, S1, S2) (O)**

This course examines the historical, philosophical, and cultural roots of contemporary education, including Bank Street's progressive history and philosophy, the contributions of major educational leaders, and current practices and innovations in education. Participants will analyze how critical issues in the field affect their practice with children and families in schools and communities. The course will explore ways in which education as an avenue for individual advancement and social justice has been defined, advocated for, enacted, and is still being negotiated in the U.S. The course will attend to what has been achieved as well as challenges that remain in

creating educational spaces that affirm children's and families' race, social class, immigration status, language, gender, and ability, among other identity domains. Participants will apply their understandings to think about their role in bringing about desired, warranted changes in order to create more inclusive and democratic educational environments.

### **Human Development for Educators of Adolescents** **EDUC 532 2 credits (cohort specific)**

This course focuses on understanding, teaching, and meeting the needs of children and adolescents through emerging adulthood. The interactions between physical growth and social, emotional, and cognitive development will be an organizing focus in the course. Participants will critically analyze different developmental theories in relation to their own educational settings and experience. Participants will explore the social and educational implications of a wide range of learning and behavioral variations in the context of family, school lives, community and society. Issues related to identity—self and other, dependence and autonomy, race, class, gender, language, religion, sexuality, power, ability, and disability—will be recurring themes. Participants will investigate topics and issues through a combination of readings, observations, interviews, case studies and discussion.

### **Science for Teachers (Grades N – 6)** **EDUC 535 2 credits (F, S\*, SL, S1, S2) (O)**

Science for Teachers focuses on developing a science way of thinking and doing in PreK–6th grade classrooms. Each session deepens an understanding that doing science requires direct sensory encounters with the physical world. By experiencing first-hand investigations of physical and biological materials and related phenomena, participants create a range of representations that can uncover existing patterns and concepts. Discussions, readings, and reflective writings deepen and broaden work done with physical materials. Participants will reflect on their own learning as they work to construct meaningful science experiences that respond to the developmental levels of their students and affirm students' cultural, linguistic, and learning diversity. The course explores evidence-based ways of making sense of the world that support the integration of science inquiry across the curriculum.

### **Foundations: The Influence of Culture and Politics on Literacy Theory and Practice** **EDUC 536 2 credits (S1)**

This course explores the political, social, economic, and cultural contexts that have influenced literacy theory and pedagogy, which in turn impact the experience of teachers, families, and children. Course texts examine educational research, policies, and practices that have shaped public schooling. Students deepen their skills as critical readers of research in order to assess its impact

on educational policy. Students reflect on the role of the teacher in this complex nexus of relationships among multiple institutions and communities to guide how they might advocate in response to problems of practice in the school setting.

### **Foundations of Modern Education: Implications for Teaching Students with Disabilities** **EDUC 538 2 credits (cohort specific)**

This course examines the experiences of adolescents with disabilities and their educators in the context of 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 to expand and deepen their understanding of the social, political, and economic forces that influence the work of educators and children and their families.

### **Understanding Foundational Mathematics Concepts in Early Childhood Teaching** **EDUC 539 1 credit (SL, S2) (O)**

Teachers who are comfortable with mathematics develop learners who are comfortable with mathematics. This course offers experiences that support the development of five foundational math concepts: Classifying and Sorting, Measurement, Numbers and Counting, Patterns and Reasoning, and Shapes and Spatial Relationships. Through a progression of investigative activities in each concept, participants will build conceptual understanding and reflect on their evolving competency through various artifacts that indicate evidence of their work and growth. Through a range of concrete developmental activities and connected readings, participants will learn to make sense of mathematical concepts for themselves as well as their students.

### **Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)** **EDUC 540 2 credits (A) (O)**

This course provides participants with an overview of mathematics learning for children grades N–6. Participants deepen their own mathematical knowledge while furthering their understanding of effective mathematics instruction. In each session, participants do math together and use these experiences to investigate the development of mathematical thinking and to reflect on their own learning. Participants explore the essential elements of a constructivist mathematics classroom in which collaboration is core to building concepts and skills. Designing a classroom where deep mathematical understanding is the primary goal requires explorations of attitudes and beliefs as well as practices and expectations. This course addresses the moral imperative that all students are capable of learning math. It focuses on creating inclusive environments for learners with devel-

opmental variations. The course also focuses on creating mathematical experiences that support students for whom English is a new language. Participants discuss classroom management strategies for grouping and individualizing instruction.

### **Assessment and Instruction in Teaching Mathematics to Children with Learning Variations**

**EDUC 542 2 credits (S\*) (O)**

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.

### **Diverse Learners in Specialized and Inclusive Settings**

**EDUC 543 3 credits (S2)**

This course is designed to increase participants' awareness and understanding of the educational, social, cultural, political, and developmental implications of disability. The course is meant to help educators recognize and respond to the needs of children and adolescents as part of a broad spectrum of individuals who differ in learning experience and ability. We will examine variations in physical, social, cognitive, and /or behavioral development of learners through a series of questions that link the strengths and challenges of the individual learner with perspectives of school, family, and community. The main course text has a focus on the spectrum of experiences of individuals and families. The course will incorporate issues and questions related to the evaluation and classification of children and adolescents, as well as the legal and philosophical obligations of general and special education teachers. Participants will be expected to identify essential questions to guide their own learning, and to share personal perspectives, research, and critical thinking about the challenges of disability in the context of a diverse learning community. There is a designated fieldwork component included in course requirements. *Prerequisite: EDUC 500 or EDUC 502.*

### **Native Language Literacy for Mandarin Chinese-Speaking Children**

**EDUC 559 2 credits (TBA)**

Through this course graduate students explore the acquisition of literacy skills in the child's first language, in this case, Mandarin Chinese. The course will focus on literacy development in the following areas: oral language development through storytelling, songs, poems, games, etc.; the use of literature and of teacher- and student-made materials; and grammar and spelling. Participants will analyze ways of using children's literature and children's writing and will explore ways to teach reading and writ-

ing in the content areas. Participants will also assess commercially available materials for teaching reading and writing in Chinese, as well as original and translated Chinese 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 Chinese grammar and orthography. This course is taught in Mandarin Chinese.

### **Native Language Literacy for Spanish-Speaking Children**

**EDUC 560 2 credits (S)**

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

### **Linguistics: Implications for Teachers**

**EDUC 561 1 credit (F)**

This course is an introduction to the study of language as it applies to educational settings. Participants will learn about the five basic linguistic structures: phonetics and phonology (sounds and sound patterning), morphology (form of words), syntax (arrangement of words), semantics (meaning), and pragmatics (the use of language). Participants will examine language structure as it exists within the larger context of sociolinguistics, equity, and social justice. The course will investigate how students use their full linguistic repertoire in academic settings (translanguaging), how teachers and society at large perceive language varieties, and how teachers value linguistic diversity in classrooms. The course examines the role of the brain in language development (psycholinguistics), language universals, body language, and discourse analysis. The focus of the course will be on the practical application of this knowledge to developing a broader range of instructional strategies to support students' language proficiency in school.

### **The Teaching of Reading, Writing, and Language Arts in the Primary Grades**

**EDUC 563 3 credits (F, S, S1-S2) (O)**

This course examines the process through which reading and writing are acquired by young children, ages 4-8.



We study the ways teachers can support literacy growth for children's diverse learning needs and styles, cultural and linguistic backgrounds, and socioeconomic status. The course explores theoretical frameworks of literacy development as well as practical applications. Graduate students work directly with a child, who is an emergent reader and writer, to develop the skills of close observation, assessment, record keeping, and planning. Graduate students, individually and as a group, analyze the contexts, activities and relationships that support children's language and literacy learning in early childhood classrooms.

### **Language, Literature, and Emergent Literacy in the Primary Grades**

#### **EDUC 564 3 credits (F, S1) (O)**

This course examines the role of literature in children's lives. Participants develop criteria for selecting literature for children, considering factors including but not limited to child development, aesthetics, language, and culture, as well as children's interests and curiosities. Through active engagement with books, artifacts, and ideas, participants gain an understanding of the role of literature in language development in children's primary and new languages. Participants will examine ways to use literature from a wide range of genres and perspectives for reading aloud, honoring and stimulating children's storytelling, and for deepening learning across content areas.

### **Children's Literature in the Upper Elementary Grades**

#### **EDUC 565 3 credits (S)**

This course explores the study of contemporary children's literature through a range of perspectives informed by literary theory and literary criticism, which provide frameworks for selecting and teaching texts in classrooms. Through the process of reading multiple books, participants consider the elements of character, plot, setting, point of view and tone in individual texts and across texts to promote the understanding of genre, text structure, theme and cultural perspectives. Participants discuss ways to organize the study of literature and develop children's capacities to articulate their personal responses to deepen their comprehension.

### **Teaching Literacy in the Upper Elementary Grades**

#### **EDUC 568 3 credits (F)**

This course addresses the ways in which language, cognition, and the social-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, across a range of learners. During the course, students 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, incorporating guidelines from the NYS Standards. Students will learn to create units of study in reading and writing that include all aspects of speaking, listening, reading and writing. Through the experiences in this course, participants will gain a deeper understanding of inter-relationship between reading and writing processes and the roles of the teacher, the family, and the child in those processes.

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

#### **EDUC 576 2 credits (F)**

In this course, participants examine the theories and practices of teaching writing, both as writers and as teachers. The goal of this dual focus is to develop meta-cognitive awareness of one's own writing process to inform one's teaching practice. Participants do this through discussing course texts, children's literature, videos and children's writing. The course explores: teaching children to select topics, draft, revise, edit and publish their own writing; designing writing curriculum that is inclusive and culturally responsive; using children's literature to teach writing through concrete observation and inquiry; using writing conferences and assessments to guide curricular decisions; teaching writing mechanics using a constructivist approach; exploring a range of teaching methods and literature to accommodate diverse learners.

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

#### **EDUC 590 2 credits (F, S\*\*, SL, S1) (O)**

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

### **Music and Movement Workshop for Teachers (Grades PreK-6)**

#### **EDUC 591 2 credits (S\*, S2)**

This course explores the importance of children's expression through music and movement. Everyone has the capacity to produce music and engage in creative movement. Participants at all levels of experience and skill will learn about and share songs, rhythms, and games from a range of cultural and linguistic traditions. In order to develop strategies for integrating music and movement across the curriculum, participants will engage with topics such as instrument-making from recyclable materials, drumming, sound improvisation,

and movement as vehicles for expression and learning. As they engage with creating and reflecting on music and movement experiences, participants will explore the role music and movement play in children's development in classroom environments.

### **Assistive Technology in Early Childhood Inclusive and Special Education Settings**

**EDUC 603 1 credit (TBA)**

This course is designed to prepare students to respond to the needs of diverse learners in early childhood classrooms by using current augmentative and assistive technology to promote communication, improve classroom organization and management, and expand literacy opportunities. Students will have hands-on experiences using different technologies to create a variety of multi-modal tools that they can incorporate into their teaching practices to support all children.

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

**EDUC 604 2 credits (S1)**

In this course, participants will explore the role of teacher's and the larger school's role in constructing caring, collaborative, and reciprocal relationships with children and families. Participants will critically examine their own experiences, identities, and assumptions as they develop skills and dispositions to work with a broad range of families and communities. The course will support participants in developing their skills in communication, advocacy, and collaboration as they learn to partner with families to support children's positive identity development along with their social, emotional, language, and learning abilities and needs.

### **Designing and Managing Classroom Environments in Inclusive and Special Education Settings**

**EDUC 605 3 credits (F\*\*, SL, S1) (O)**

This course is designed to help participants create classroom environments that will meet the needs of all children, including those with developmental variations. Addressing the concerns of both general and special education teachers, it incorporates presentations, role-playing, discussions, analyses of multimedia content, and informal diagnostic procedures. Participants examine the complexities of teachers' day-to-day responsibilities and concerns, including classroom design, varied approaches to behavioral intervention, and the interplay among curricula, rules, expectations, routines, procedures, and children's behavior.

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

**EDUC 606 1 credit (Jan)**

Unit blocks, and the dramatic play that accompanies block building, offer children multiple and diverse opportunities to develop and express their understanding

of the social and physical world in which they live. In this course, participants will learn how to integrate block building experiences into the curriculum and organize block-building areas in the classroom. Participants will examine how block building supports the development of numeracy, literacy, problem-solving, and creative thinking skills, along with social and emotional growth. Field trips, and the opportunities for first-hand research that they provide, are an essential component of a block program and will also be included. This course will also support participants in settings with limited or no blocks in applying a broader understanding of the importance of play with open-ended materials and advocating for such experiences in their settings.

### **Computing For What? Exploring CS Education Visions for School Environments**

**EDUC 610 1 credit (SL, S2) (O)**

This one-credit asynchronous course exposes participants to concepts, practices, and perspectives guiding computing education, especially as it has been integrated into Early Childhood and Childhood school environments. Through engagement with practitioner-facing and scholarly readings and online materials in computing education, videos of classroom practice, curricular review, and interactive hands-on tinkering with computing tools, participants will define computing education, distinguishing it from other kinds of technology education. They will consider where and how computing practices and concepts are embedded in their own lives and in the lives of their students. They will explore rationale for computing education, including rationale that center equity, social justice, and critical perspectives on the technology industry. Participants will identify the values and visions that (might) drive their own practice and work in diverse early childhood and childhood settings, attending especially to visions that center problem-solving and expression through computational thinking and literacies.

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

**EDUC 612 1 credit (S2)**

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

### **Understanding and Working with Families of Infants and Toddlers**

**EDUC 613 2 credits (F)**

This course helps students understand the psychological underpinnings of parenting across a range of families and contexts. Through class discussion, readings, videos, role play in class and guest speakers, students will develop an understanding of what is involved in working with significant adults in the lives of infants and toddlers. Graduate students will explore the connections among early relationships, brain development, health and later

mental health. A multilevel framework utilizes the concepts of containment and holding as a way to understand what parents must provide for their children and what adults must also provide for themselves in order to work effectively with families. Stages of parenting are looked at within the wider lens that incorporates variety among parents, as well as within the same parent at different times. Through practice with their own case material and readings on basic counseling techniques graduate students continue to develop a self-reflective ability that helps them think critically about their responses to families and learn when and how to provide guidance, towards the promotion of mental wellness and prevention of disruptions in development. The course will explore the roles of the teacher and the social worker.

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

#### **EDUC 621 3 credits (S2) (O) Child Life students only**

This course is designed to prepare students for clinical assessment and various types of writing and documentation pertaining to child life services. The course will provide students with the opportunity to develop skills in identifying and gathering salient information about patients and their families, assessing patient and family emotional vulnerability and coping skills, chart writing (including electronic medical records), narrative progress and procedural note formats, student journals, case studies, grant proposals, and research studies. Students will learn to apply developmental stress and coping theories to their assessments and interventions, including family-centered care and cultural considerations in all observations, recordings, and writings. Course benefits and outcomes will provide students with an introductory preparation experience for clinical analysis, assessment, and documentation before entering a supervised internship placement. *Prerequisite: EDUC 500.*

### **Education of Children with Autism Spectrum Disorders**

#### **EDUC 629 1 credit (S, SL) (O)**

This course will explore autism spectrum disorder (ASD) from historical, cultural, political, and developmental lenses. It will support graduate students in thinking deeply and from multiple perspectives about the evolution of our understandings about and interventions with the broad range of characteristics of learning and development attributed to people with ASD. This course considers the significance of home and/or school as the primary sources of educational intervention and direct services for children with ASD. Participants will consider the importance of providing young children with ASD with an educational program that is responsive to each child's unique pattern of relative strengths and vulnerabilities, and will learn ways to partner in this work with a diverse range of families. Participants will explore the use of assistive technology as a tool for supporting student learning, communication, and independence.

### **Individualized Course**

#### **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 652 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.

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

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

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

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

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

This course is about infants and families within the first year of life. The primary goal of the course is for graduate students to understand infant development across individual differences and contexts. There is a strong emphasis on using theory to facilitate an understanding of development and to articulate a point of view about these extraordinary first months. Participants will bring together research, theory and their own observations of infants to understand the cognitive, perceptual, sensorimotor/movement and social-emotional changes that occur when babies are in interaction with the world. Participants will study the science of brain development and its impact on all developmental domains. The course will attend to the specific contributions of familial and socio-political cultural and linguistic contexts as well as to the contributions of infants themselves. It will also explore the balance between the "expected" global shifts in development and each human being's profound individual differences. This is not a "how to" course. Rather, the course provides knowledge of the developmental systems of infants who have a range of abilities. This course develops awareness and knowledge of infant



mental health in development, dyadic relationships and systems. Graduate students work on articulating their knowledge of development, on learning about new findings in the field, and on communicating with families.

*Prerequisite: EDUC 500.*

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

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

This course offers a developmental-interactional view of toddlers and two-year-olds and their families. Participants will look at the ways children in this age period become more autonomous selves while simultaneously developing capacities for more elaborated and diverse relationships with others and their environments. The course will examine the interplay of the toddler's physical maturation, interpersonal experiences, physical environments and cultures in development. Participants will also focus on the everyday implications of the growing toddler's need for self-assertion and autonomy and the issues that adults face in parenting or working with this age group. Graduate students will study the science of brain development and its impact on all domains. Although this is not a "how-to" course, graduate students will learn how to apply their knowledge of development in the second and third year to their practices with toddlers and two-year-olds. This course develops awareness and knowledge of infant mental health in development, dyadic relationships and systems. *Prerequisite: EDUC 500.*

### **Developmental Variations**

#### **EDUC 803 2 credits (F\*, S, SL, S2) (O)**

This course is designed to increase participants' awareness and understanding of the educational, social, cultural, linguistic and developmental implications of disability from historical, legal, and socio-political perspectives. The course will critically examine state and federal special education and disability laws and regulations and their implementation across a range of settings including their intersection with issues of race, class, language and gender. There is an emphasis on understanding how disability is socially constructed at the levels of family, community, school, and the larger society. Participants apply an understanding of developmental variations to analyze and create accessible learning experiences for children. *Prerequisite: EDUC 500 or permission of instructor.*

### **Supporting Language and Literacy Development Across the Curriculum: 7-12**

#### **EDUC 804 3 credits (cohort specific)**

This course introduces first and second language acquisition theories and research and their practical implications for developing a repertoire of strategies for teaching language and literacy to adolescents with a range of abilities. This course provides a framework for understanding how language, cognition, and social development interact with literacy and content learning in a sociopolitical context.

Participants investigate the crucial role and impact of teacher language attitudes through a sociolinguistic lens informed by current and historical concerns of inequity for students from a range of linguistic and cultural backgrounds. Participants examine how both monolingual and emergent bilingual students use their entire linguistic repertoire in order to develop literacy in English language arts and in the content areas. Participants learn approaches to assessing adolescents' language and literacy needs as well as ways to analyze text forms, both print and electronic, in terms of the kinds of responses they call for from learners and the support they offer to adolescents' conceptual understanding. The course will investigate teaching new literacies in a multicultural context. There is a fieldwork component to this course. *Prerequisite: EDUC 502.*

### **Developmental Variations II:**

#### **Emotional and Behavioral Development**

#### **EDUC 805 2 credits (F\*\*, S) (O)**

This course focuses on understanding, teaching, and meeting the needs of children with variations in emotional, social and behavioral development. Participants will critically examine the construct of children's emotional and behavioral disorders and approaches to intervention from historical, socio-political, mental health, and legal perspectives. There is an emphasis on understanding the intersection of these issues with the race, class, language, and gender of teachers and children. Participants will develop an in-depth case study of a child applying an inquiry orientation to the Functional Behavior Assessment-Behavior Intervention Plan. Participants will collect and analyze data from observations, interviews and other sources, and make recommendations to support ongoing social and behavioral development. *Prerequisites: EDUC 803.*

### **Teaching Children with Developmental Variations in Language and Communication**

#### **EDUC 807 2 credits (F\*, SL, S2) (O)**

Building on theories of language development and learning, this course is designed to deepen graduate students' understanding of language and communication disorders in monolingual and bilingual children. There is an exploration of the reciprocal relationship between children's diverse communication abilities and styles and academic, social and emotional development. The importance of teacher collaboration with other service providers is highlighted. Graduate students will reflect on their own communication styles as a means of more effectively meeting the communication needs of their students. The concept of social construction of disability will help to frame issues of equity that can guide teachers in their roles as advocates for all children. *Prerequisite: EDUC 505 or EDUC 561.*

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

This course focuses on observation as a practice for more deeply understanding children through their interactions with people, experiences, and materials across a range of environments. Through a case study of one child, participants deepen their knowledge, skills, and dispositions for observing children. They learn to translate observations into descriptive, written data and analyze observational data to inform practice. Participants develop skills of reflection and analysis as they investigate how bias and perspective impact observation and one's understanding of children. Participants integrate knowledge about variations in children's social-emotional, cognitive, linguistic, motor, and language development. They consider multiple domains of children's individual and socio-cultural identities including race, gender, culture, and language and the implications for constructing inclusive and culturally sustaining classroom environments and curricula. *Prerequisite: EDUC 500 or permission of instructor.*

### **Child Life in the Healthcare Setting: A Family-Centered Care Approach** **EDUC 821 3 credits (F) (O) Child Life students only**

This course provides an overview of the child life profession. It examines research and theory that inform family-centered clinical practice and programming for infants, children, adolescents, and emerging adults in healthcare and community settings. Participants will examine child life competencies, principles, and responsibilities, as developed by the Association of Child Life Professionals. Participants will consider access and equity issues as they relate to assessment, interventions, and practical strategies designed to support children and families facing acute and chronic illness and health conditions. *Pre- or corequisite: EDUC 500.*

### **Children with Special Healthcare Needs: In the Hospital, at Home, and in School** **EDUC 822 3 credits (F) (O) Child Life students only**

This course will explore the personal, educational, social, and familial dimensions of childhood health conditions, including a focus on the educational law and how it applies to children with special healthcare needs. Children with severe and chronic illness often spend more time in school and at home than in the hospital. We will address the impact of these transitions on cognitive, social, and emotional development through the use of vignettes. This course will address the ways in which workers in the healthcare, school, and community settings can help the children, their families, and their peers adapt successfully to the stressors they all encounter. *Prerequisites: EDUC 500 and EDUC 821.*

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

This course explores play as central to supporting the social, emotional, and cognitive development of children with varying developmental and learning variations. Participants will learn a variety of therapeutic play techniques that promote self-regulation, self-esteem, and emotional expression, and development across domains. This course is appropriate for general and special education teachers, parents, caregivers, child life specialists, social workers, therapists and counselors. Participants are required to have prior coursework focused on child development and on developmental variations. *Prerequisite: EDUC 803 or with permission of instructor.*

### **The Role of Child Life Beyond the Hospital: A Local, National, and Global View**

#### **EDUC 825 3 credits (S) (O) Child Life students only**

This course will examine the role of child life in hospital settings and beyond at the local, national, and global levels. Participants will discuss the impact of challenging life events such as divorce, incarceration, school shootings, and natural disasters on the lives of children and families. In small group discussions, both asynchronous and synchronous, participants will apply knowledge of child development and the application of child life skills in developing play opportunities, developmental explanations, coping strategies and expressive arts as tools for supporting the psychosocial needs of children and families. Participants will enroll in this course in the fall or spring semester directly before or after taking supervised fieldwork.

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

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

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

#### **EDUC 828 3 credits (S) (O) Child Life students only**

A developmental perspective is utilized to examine the child's perception and understanding of levels of loss outside the walls of a healthcare setting. Topics to be addressed include separation and divorce, adoption, foster care, hospital-ization and/or death of a parent, and domestic and media-induced violence. The essential roles

of the child life specialist, healthcare provider, and family members will be discussed, underscoring the transdisciplinary collaboration which must exist between these caregivers. *Prerequisite: EDUC 500.*

### **Therapeutic Play Techniques for Child Life Specialists** **EDUC 829 3 credits (S) (O) Child Life students only**

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

### **Research for Child Life Specialists**

#### **EDUC 830 3 credits (F) (O) Child Life students only**

This course is designed to support child life practitioners in being effective generators and consumers of research. In a changing health-care environment, research provides a foundation for child life services, validation of the therapeutic benefits of play and preparation, and justifies the continued development and support of child life programming provided by Certified Child Life Specialists. Participants will learn how to do action research using an inquiry-based approach. Participants will learn how to ask and analyze critical questions of practice grounded in a theoretical framework. Participants will gather and analyze data as a tool for making changes to child life practice and programming by learning to examine bias, perspective, and assumptions when conducting research and using findings. *Prerequisite: EDUC 500.*

### **Cross-Cultural Perspectives: Families and Ethical Issues in Child Life Practice**

#### **EDUC 832 3 credit (S1) (O) Child Life students only**

This course focuses on developing an understanding of the principles of ethical decision-making, when working with diverse families in complex healthcare situations. Participants will develop an awareness of the how ethical decisions are made in pediatrics in order to help mediate healthcare experiences for children and families as members of a larger team. The course will approach the family from an ecological perspective, examining the ways in which factors including but not limited to race, culture, language, socioeconomic background, family structure, immigration status, and community context may impact a family's experience in healthcare systems. Participants will examine their own backgrounds and identities to surface differences in perspective and biases that may impact decision-making in child life contexts. Using current research and theory, standards of ethical practice, and an understanding of national,

state/provincial and institutional healthcare systems and policies, participants will analyze case studies and apply this analysis to developing their practices in the field. *Prerequisite: EDUC 500.*

### **Supporting Language and Literacy Development across the Curriculum: 7-12**

#### **EDUC 833 2 credits (cohort specific)**

This course introduces first and second language acquisition theories and research and their practical implications for developing a repertoire of strategies for teaching language and literacy to adolescents with a range of abilities. This course provides a framework for understanding how language, cognition, and social development interact with literacy and content learning in a sociopolitical context. Participants investigate the crucial role and impact of teacher language attitudes through a sociolinguistic lens informed by current and historical concerns of inequity for students from a range of linguistic and cultural backgrounds. Participants examine how both monolingual and emergent bilingual students use their entire linguistic repertoire in order to develop literacy in English language arts and in the content areas. Participants learn approaches to assessing adolescents' language and literacy needs as well as ways to analyze text forms, both print and electronic, in terms of the kinds of responses they call for from learners and the support they offer to adolescents' conceptual understanding. The course will investigate teaching new literacies in a multicultural context. There is a fieldwork component to this course.

### **Teaching Humanities: Curriculum, Methods and Assessment for Adolescents with Disabilities**

#### **EDUC 8342/3 2-3 credits (cohort specific)**

Deeply rooted in the philosophy that the humanities is central to adolescents' understanding the world that they inherit and inhabit, this course examines methods for planning, developing, implementing, and evaluating curriculum and instructional strategies for adolescents with disabilities in English and social studies. This course uses a progressive and inquiry-based approach as a framework for teaching English language arts to adolescents with a wide range of abilities and challenges. Participants will use a sociopolitical lens as they study literature, primary and secondary sources, digital, multimodal and new literacies, as they develop reading and writing skills and strategies across genres. This course focuses on developing participants' skills in planning, instruction, and assessment to create meaningful access to the general education curriculum and in accordance with Common Core Standards. It emphasizes teacher collaboration to support the differentiation of instruction based on learner characteristics, learning environment, curriculum, and standards. An anti-bias and social justice orientation are woven throughout the course, with a focus on teacher and student advocacy and agency.



## Formal and Informal Assessment of Adolescents with Disabilities

### EDUC 835 1 credit (cohort specific)

This course is designed to develop an understanding of formal and informal assessment techniques used to identify the learning needs of adolescents with disabilities. Students will become familiar with commonly used psychological and achievement tests as well as understand the need for adaptive measures during the evaluation process. The emphasis is on how to use both formal and informal assessment data to develop instructional plans to meet the unique needs of adolescents with a range of abilities and challenges. The historical as well as current legal and ethical considerations, appropriate practices and limitations when working with students of diverse backgrounds and their families will be a theme throughout the course. Topics such as student self-assessment, vocational assessment, exit portfolios, alternative assessment, transition planning and wraparound services will be discussed with a focus on advocacy and equity.

## Teaching Mathematics, Science and Technology: Curriculum, Methods and Assessment for Adolescents with Disabilities

### EDUC 836 2 credits (cohort specific)

An inquiry and problem solving approach forms an essential framework for the teaching of math, science and technology. This course examines assessment, curriculum and methods for developing, planning, implementing, and evaluating instructional strategies for students with disabilities, in the areas of math, science, and technology. It emphasizes teacher collaboration to support the differentiation of instruction based upon teaching structures, learner characteristics, learning environment, curriculum and standards. This course explores theoretical and practical frameworks for cross-curricular connections with access to the general education curriculum. Technology is both a subject of instruction as well as an instructional tool to support learning and communication.

## Integrative Master's Project (IMP)

### EDUC 837 1 credits (cohort specific)

The Integrative Master's Project (IMP) is one of the three major components of your degree requirements. As the culminating component, it is a significant, academically rigorous body of work that integrates many facets of your experiences at Bank Street and in the field, and applies theoretical knowledge to your current and future work as an educator. The process of writing the IMP is intended to further your professional growth through inquiry, reflection, and integration. The form and content of each IMP varies according to specific program requirements.

## Kerlin STEM Institute

Abby Kerlin, *Director*

The Kerlin STEM Institute is composed of three practicum courses that develop participants' capacity to teach Early Childhood STEM content and pedagogy. Over the three courses, participants will learn to design integrated STEM investigations, which incorporate Bank Street's *Science Way of Thinking* and NYSCI's Design Make Play models of teaching that encourage learners to construct meaning through active investigations. During the three courses participants will engage in museum explorations and investigations that can be directly applied to their classroom curriculum. In addition, participants will use their observations of students, their work samples, and instructional conversations with colleagues to revise investigations that meet the needs of a range of learners from diverse linguistic and cultural backgrounds. The content and pedagogy of these three courses will build on each other, culminating with a collaboratively designed STEM curriculum.

## Introduction to Teaching STEM in the Early Childhood Classroom

### EDUC 850 1 credit (S)

This Kerlin STEM Institute course is the first of three practicum courses in teaching STEM content and processes. This course will introduce Bank Street's *Science Way of Thinking* and NYSCI's Design Make Play models of teaching. These approaches encourage learners to construct meaning through active investigations. Participants will develop an understanding of STEM thinking and the multiple ways learners from diverse linguistic and cultural backgrounds, and with developmental variations, engage in STEM learning. Participants will use observations and instructional conversations with colleagues to study the ways they and their students come to experience and learn STEM concepts. Finally, participants will investigate their own curriculum, identifying examples where they are already developing students' STEM thinking and opportunities to build on these experiences. *Prerequisite: For Kerlin STEM Institute fellows only.*

## Developing STEM Investigations in the Early Childhood Classroom

### EDUC 851 1 credit (S)

In this second course in the Kerlin STEM Institute, participants will: develop ideas and materials for STEM investigations with students that involve construction and engineering; expand their skills for selecting open-ended materials that support STEM inquiry; engage in museum explorations that can be directly applied to their classroom curriculum; and refine skills in using classroom observations and students' work samples to assess students' learning. Finally, participants will design linked STEM investigations that support a broad range

of learners and encourage students to construct meaning through active investigations in the classroom and on field trips. *Prerequisite: EDUC 850. For Kerlin STEM Institute fellows only.*

### **Designing STEM Early Childhood Curriculum**

#### **EDUC 852 1 credit (S1)**

In this third course in the Kerlin STEM Institute, participants will generate a STEM curriculum that builds on the content and processes from EDUC 850 and EDUC 851. Participants will document how a study begins, potential investigations, and conclusion of the study using the orientations and approaches developed in the first two courses. The curriculum will consist of a series of lessons that build on each other, are integrated across the curriculum of the Early Childhood classroom, and that include ongoing opportunities for formative assessment of students' learning. Participants' STEM curriculum will respond to the developmental levels of their students and affirm students' cultural, linguistic, and learning diversity. *Prerequisite: EDUC 851. For Kerlin STEM Institute fellows only.*

### **Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations**

#### **EDUC 860 3 credits (F, S\*) (O)**

This course integrates research, theory, and practice as participants learn about supporting literacy development for children with reading, writing, and language variations. Participants learn about the reading and writing processes within a developmental framework. The course explores the iterative relationship between assessment and intervention, and critically examines a range of methods and materials in use in the field. Participants apply their learning as they work over multiple sessions with a child. *Prerequisite: EDUC 563 or EDUC 568.*

### **Formal and Informal Assessment of Adolescents with Disabilities**

#### **EDUC 861 2 credits (cohort specific)**

This course is designed to develop an understanding of formal and informal assessment techniques used to identify the learning needs of adolescents with disabilities. Students will become familiar with commonly used psychological and achievement tests as well as understand the need for adaptive measures during the evaluation process. The emphasis is on how to use both formal and informal assessment data to develop instructional plans to meet the unique needs of adolescents with a range of abilities and challenges. The historical as well as current legal and ethical considerations, appropriate practices and limitations when working with students of diverse backgrounds and their families will be a theme throughout the course. Topics such as student self-assessment, vocational assessment, exit portfolios, alternative assessment, transition planning and wraparound services will be discussed with a focus on advocacy and equity.

### **Assessment, Diagnosis, and Evaluation of Children with Developmental Variations**

#### **EDUC 862 3 credits (F\*, SL, S2) (O)**

This course is designed to explore a variety of approaches used for the diagnosis, planning, and evaluation of students with disabilities. Participants will develop a critical understanding of the historical, legal and ethical considerations, appropriate use, mis-use, value, and limitations of standardized assessments including their intersection with issues of race, class, language and gender. Participants will administer and interpret various psycho-educational tests and develop instructional plans to meet the unique needs of children with oral language, reading, writing, and math challenges. Participants will broaden their abilities to incorporate information from diagnostic reports into their teaching.

### **Collaboration and Differentiation in the Instruction of Children with Learning Variations**

#### **EDUC 863 3 credits (S) (O)**

This course combines theory and practice through work with children from diverse cultural and linguistic backgrounds who have learning variations. Using assessment data gathered through formal and informal measures, students will devise educational plans for children. Participants will be exposed to a repertoire of evidence-based practices and instructional strategies in oral language, reading, written language, and math in order to promote positive learning outcomes. The course will also provide opportunities to develop and apply strategies for working with families and collaborating with other educators. Utilizing their knowledge of individual learning differences, participants will become skilled at differentiating instruction for a class of students with diverse learning needs. *Prerequisite: EDUC 803.*

### **Emergent Literacy and Selecting Literature for Young Children**

#### **EDUC 864 1 credit (TBA)**

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

### **Children's Literature for Grades 3 – 6**

#### **EDUC 865 1 credit (Jan)**

This course serves as an introduction to some of the

important ideas involved in selecting and using literature appropriate to children in grades 3–6. The function and meaning of “story” and/or “narrative” in oral tradition and written literature are organizing concepts in this course. Students will participate in discussion and workshop activities and use their own responses, criteria from the field of literary criticism, and principles of child development to discuss ways of deepening children’s connections with literature. *Prerequisite: EDUC 564 or permission of instructor.*

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

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 (F)**

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

### **Approaches to Teaching Decoding to Diverse Learners** **EDUC 868 2 credits (S)**

This course explores varied approaches to teaching decoding and word study to children who have learning variations with reading and spelling. Participants

examine the theory and research that inform our current understandings of the reading process and explore how these understandings have changed over time. Participants study language processes and apply this linguistic knowledge when assessing children’s reading strengths and challenges. The course examines how the use of language systems varies for readers across different languages to better understand how language-based disabilities differ from the developmental patterns of learning a new language. Participants learn about varied assessment tools, methods, and intervention programs used in supporting children’s decoding. They apply this learning as they develop differentiated decoding instruction for a diverse population of learners, including those who are learning English and those who have developmental variations. *Prerequisite: EDUC 860.*

### **Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8)** **EDUC 869 2 credits (F, S\*\*) (O)**

This course examines communication, language, and literacy as they emerge in monolingual and multilingual children from infancy through early childhood. Participants examine how language, socialization, communicative competence, and literacy develop within, and are impacted by, children’s sociocultural contexts. Participants are introduced to communication disorders and other learning variations of the early years that affect language and literacy learning. Specific practices are identified to enhance the experience of young children who are receiving services in school as English language learners. Modifications and adaptations to support children with learning variations are explored. *Prerequisite: EDUC 500; pre- or corequisite: EDUC 505.*

### **The Teaching of English as a New Language** **EDUC 870 3 credits (S)**

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

### **Clinical Teaching Practicum for Literacy (for students completing supervised fieldwork as working teachers)** **EDUC 874 3 credits (S2)**

This course is designed for graduate students in the Reading & Literacy programs who are working teachers. Students explore a diverse range of factors, including learning profiles and past schooling experiences, that contribute to children’s literacy development. Participants

work as interns in a clinical setting with a diverse range of learners. An advisor visits the practicum site to observe and discuss the student's clinical practice and facilitates bi-weekly course sessions that include: discussion of professional literature; the exchange and analysis of ongoing professional experiences; a forum for integrating theory and practice.

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

#### **EDUC 891 3 credits (S)**

The Practicum in Developmental Assessment of Infants and Toddlers prepares graduate students to assess very young children across a wide developmental range, including those with developmental variations, and to support families through the assessment process. Taking a relationship-based developmental approach to the observation and assessment of infant/toddler behavior, graduate students will use the assessment process to provide a close look at development across all developmental domains. Participants will learn to use assessments to create an IFSP for Early Intervention in collaboration with the family. Graduate students will learn how to administer and evaluate the validity and usefulness of several different assessment and screening tools such as the Bayley Scales of Infant Development III and other standardized, criterion-referenced and evidence-based tools. Participants will be trained in a collaborative approach with families, respecting the family's perspective while focusing on the strengths of and challenges to each child's development. Participants come to understand the young child within the sociocultural context of his/her family. Families from a diverse range of cultural and ethnic backgrounds participate in the course. The course requires graduate students to make a play-based developmental assessment, including observations of a child and dialogue with the child's parents in the family's home. Graduate students are required to meet with their family to discuss the overall assessment process. *Prerequisites: EDUC 801 and EDUC 802.*

### **Approaches to Early Childhood Assessment**

#### **EDUC 893 2 credits (S) (O)**

This course introduces and explores informal and formal assessment practices for young children. Students will learn about various ways of observing, collecting, documenting, and analyzing children's work and learning experiences in a variety of settings. Students will also become familiar with formal and informal assessment procedures and terminology, standardized testing, and strategies for test selection, to ensure results that are valid and unbiased. Students will also examine legal, ethical, culturally responsive, and professional considerations of assessment. Students will be given practical experience in the preparation and administration of different forms of assessment, including the construction of simple performance assessments. Critical attention will be given to

careful interpretation and utilization of assessment data in developing meaningful curriculum and educational plans for individual children. Culturally responsive approaches to assessment and involving the family with the assessment process will also be addressed. *Prerequisite: EDUC 803 or EDUC 894.*

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

#### **EDUC 894 2 credits (F) (O)**

Early Childhood Practicum I and II is a year-long course that provides graduate students the opportunity to integrate theory and practice as they work with a child and family. Practicum I focuses on: 1) observation as the foundation of early childhood assessment and 2) culturally sustaining, family-based practice. Participants learn to observe and record children's behavior in home, school, and community settings. Through regular observations, participants construct a respectful and increasingly complex understanding of the child within his/her sociocultural context. Special emphasis is placed on recognizing the strengths of the child and family. Participants develop greater awareness of their own perspectives and the ways their personal experiences affect what they notice and how they interpret their observations. Participants begin to integrate adult development, family systems theory, and cultural/linguistic diversity as a basis for developing relationships with the child's family. This work provides a foundation for Practicum II. *Prerequisite: EDUC 803.*

### **Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction**

#### **EDUC 895 2 credits (S) (O)**

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 and 2) developing and analyzing the use of a range of instructional strategies. Through conversations, participants learn about the family's perspectives and goals. To gather further data, participants select, develop, and use a variety of informal assessments. Participants apply their developing knowledge of the child's interests and developmental needs as they design and implement instructional strategies. The course engages participants in a deep understanding of the assessment, planning and instruction cycle as they collect data and reflect on their instruction and apply their learnings in their ongoing work with the child and family. Participants will work with families to jointly plan goals as they develop their understandings of the IEP/IFSP. *Prerequisite: EDUC 894.*

### **Supervised Fieldwork/Advisement**

#### **EDUC 930 6 credits (F) (O)**

Fieldwork in appropriate settings with supervision and advisement. Candidates in advisement participate in



weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Participants will develop their capacity to construct learning environments and communities that support the development of infants, children, and/or adolescents, depending on the focus of their program. Opportunities to collaborate and co-teach with cooperating teachers and other setting personnel are an integral part of the course. *This is part one of two semesters of supervised fieldwork. The second part is EDUC931.*

### **Supervised Fieldwork/Advisement EDUC 931 6 credits (S) (O)**

Fieldwork in appropriate settings with supervision and advisement. Candidates in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Participants will develop their capacity to construct learning environments and communities that support the development of infants, children, and/or adolescents, depending on the focus of their program. Opportunities to collaborate and co-teach with cooperating teachers and other setting personnel are an integral part of the course. *This course is the second half of EDUC930.*

### **Supervised Fieldwork/Advisement EDUC 932 3 credits (F)**

Fieldwork in appropriate settings with supervision and advisement. Candidates in advisement participate in small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Participants will develop their capacity to construct learning environments and communities that support the development of infants, children, and/or adolescents, depending on the focus of their program. Opportunities to collaborate and co-teach with cooperating teachers and other school personnel are an integral part of the course. *This is part one of two semesters of supervised fieldwork. The second part is EDUC934.*

### **Supervised Fieldwork/Advisement EDUC 934 3 credits (S)**

Fieldwork in appropriate settings with supervision and advisement. Candidates in advisement participate in small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Participants will develop their capacity to construct learning environments and communities that support the development of infants, children, and/or adolescents, depending on the focus

of their program. Opportunities to collaborate and co-teach with cooperating teachers and other school personnel are an integral part of the course. *This course is the second half of EDUC932.*

### **Supervised Fieldwork/Advisement EDUC 937 6 credits (F, S) (O)**

Fieldwork in appropriate settings with supervision and advisement. Candidates in advisement participate in small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Participants will develop their capacity to construct learning environments and communities that support the development of infants, children, and/or adolescents, depending on the focus of their program. Opportunities to collaborate and co-teach with cooperating teachers and other school personnel are an integral part of the course. *This course is for one semester only, either in the fall or spring.*

### **Teaching Literacy Supervised Fieldwork/Advisement EDUC 943 6 credits (F)**

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course. *This is part one of two semesters of supervised fieldwork. The second part is EDUC944. Pre- or co-requisite: EDUC 860.*

### **Teaching Literacy Supervised Fieldwork/Advisement EDUC 944 6 credits (S)**

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course. *This course is the second half of EDUC943. Pre- or co-requisite: EDUC 860.*

### **Clinical Experiences and Supervised Fieldwork: Children in Healthcare Settings EDUC 950 6 credits (F, S) (O)**

Fieldwork in an approved child life internship with

supervision and advisement. Graduate students participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to developing child life practice that supports the psychosocial and emotional needs of children, adolescents, and families. Graduate students examine and practice strategies for supporting the individual strengths and challenges of a broad range of children and adolescents within medical settings. Opportunities to collaborate with interdisciplinary members of the healthcare team are an integral part of the experience. Graduate students are responsible for securing their own hospital internships.

**Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers)**  
**EDUC 991 1 credit (S2)**

This course provides head and assistant teachers the opportunity to complete New York State requirements for grade-range experiences and certification after they have completed at least one semester of supervised fieldwork. To meet the required number of student contact hours, teacher candidates are placed in an urban, public educational setting in which they gain classroom experience with children from low socioeconomic levels, immigrant families, and English Language Learners, as well as children with disabilities. They also participate in a series of seminars and complete assignments designed to deepen understanding about these relevant issues. Prerequisite: completion of at least one semester of supervised fieldwork. *Prerequisite: EDUC 930.*

**Extended Field Experiences**  
**EDUC 991A/B 1 credit (S1, S2)**

This version is for working teachers in the Early Childhood and Childhood General Education program. EDUC991A is to be taken before EDUC930 Supervised Fieldwork; EDUC991B is to be taken after completion of EDUC931 Supervised Fieldwork.

**Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head Teachers and Assistant Teachers**  
**EDUC 992 3 credits (SL, S2) (O)**

This course is designed for students in the Early Childhood Special Education certification programs who are head 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. *Prerequisite: EDUC 930 or EDUC 931.*

**Extended Field Experiences**  
**EDUC 994 (1-2) 1 credits (SL, S2) (O)**

This one-credit course provides working teachers, interns, and assistant teachers the opportunity to meet the mandated New York State regulations for certification. The State regulations require teacher candidates to work in an additional grade band level in a high needs public setting, according to the age band of their certification. In addition, there may be an expectation of direct work with English language learners (ELLs) and/or students with IEPs. Graduate students will be placed in appropriate educational programs for at least 50 hours. In addition, graduate students will participate in a series of seminars focused on these classroom experiences.

**Topics in Mathematics**  
**MATH 495 2 credits (TBA)**

Through a process of supportive exploration, students will develop familiarity with a variety of mathematical fields, as well as competence in the processes of mathematical thinking and doing. Topics for investigation will include historical mathematics, number theory, analytic geometry, calculus, non-Euclidean geometry, and linear algebra. The course will integrate a review of algebra, geometry, and trigonometry. On-site math experience, manipulative materials and models, and cooperative learning groups as well as computer software will all be part of the investigative process in this course. No previous college-level study of math is required.

**Explorations of Nature**  
**SCIE 510 2 credits (TBA)**

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

knowing and understanding the natural world.

### **ENL Case Management: Creating Access through Programming and Curriculum**

#### **TESL 515 3 credits (S)**

This course is designed to help ENL teacher candidates refine their pedagogy while managing their student caseload within the mandated ENL service models (stand-alone and integrated ENL) using standards-based curricula and assessments to differentiate instruction. In collaboration with school professionals, participants will analyze informal and formal school-wide data (including New York State English as a Second Language Achievement Test data, content, and literacy assessments) to identify the language and literacy needs of their ENL students. Participants will evaluate the strengths and weaknesses of the programming of ENL services in their schools and advocate for integrated, collaborative approaches that support ENL students across their school day. Special attention will be given to understanding the specific needs of newcomers, recently arrived unaccompanied children/refugee children & youth, long-term ELLs (LTLEs), and students with limited or interrupted/inconsistent formal education (SLIFE). Participants will explore ways to effectively connect with students to leverage cultural and linguistic resources, and other funds of knowledge to create socio-emotional supports, empower students and families, and develop culturally responsive practices within their instructional programming. In addition, participants will develop strategies to self-advocate, collaborate, and negotiate their roles with other school professionals to better advocate for the needs of their students. *Prerequisite:* TESL 660.

### **Theoretical Foundations: Social, Cultural, and Linguistic Diversity in School**

#### **TESL 530 3 credits (F)**

This course explores how major federal and state laws, language policies, and theories of language development (first and second language acquisition, bilingualism, and translanguaging) shape English as a new language (ENL) and bilingual program designs. Candidates will analyze how these programs serve diverse students in PreK-12 urban schools, with a special focus on the education of students who are immigrants, including students with limited or interrupted formal education (SLIFE). Candidates will explore immigration to the United States from a sociocultural perspective, investigate the factors that shape immigrant students' experiences in schools, and how these impact their identity development. Graduate students will reflect on their own beliefs and perceptions about immigrants and emergent bilingual students while identifying the experiences that have contributed to these beliefs and perceptions. They will survey the demographic landscape of a school and evaluate how the school language allocation policy, curricula, and ENL & bilingual programs respond to the legal rights and the

linguistic, socio-emotional and academic needs of emergent bilingual students. Based on their comprehensive analysis and principles of social justice, candidates will develop an advocacy plan to address identified needs of emergent bilingual students and their families.

### **Linguistics in Education**

#### **TESL 561 3 credits (F)**

This course is an introduction to the study of language as it applies to educational settings. Participants will learn about the five basic linguistic structures: phonetics and phonology (sounds and sound patterning), morphology (form of words), syntax (arrangement of words), semantics (meaning), and pragmatics (the use of language). Participants will examine language structure as it exists within the larger context of sociolinguistics, equity, and social justice. The course will investigate how students use their full linguistic repertoire in academic settings (translanguaging), how teachers and society at large perceive language varieties, and how teachers value linguistic diversity in classrooms. The course examines the role of the brain in language development (psycholinguistics), language universals, body language, and discourse analysis. In the second half of the course, TESOL candidates will compare the structure and language features of world Englishes to that of other languages most commonly spoken in schools. The focus of the course will be on the practical application of this knowledge to developing a broader range of instructional strategies to support students' language proficiency in school. *Prerequisite:* TESL 530.

### **The Teaching of Reading, Writing, & Language Arts in ENL Settings (PreK-12)**

#### **TESL 563 3 credits (S)**

This course addresses the ways in which language, cognition, and the socio-emotional development of students shape and are shaped by effective reading, writing, and language arts instruction. Employing a social constructivist perspective, the course prepares teachers to meet the needs of students from diverse cultural and linguistic backgrounds. Participants will explore how emergent bilingual students utilize their entire linguistic repertoire, as well as their cultural and family backgrounds when learning to speak, listen, read, and write in a new language. Participants will recognize how home languages and language varieties impact the selection of readings, writing assignments, feedback, error analysis, and the interpretation of literacy assessments. Participants will explore approaches for teaching phonics, multi-modal composition, rhetorical genre studies (RGS), and translanguaging research to develop flexible and culturally responsive literacy practices. Particular attention will be paid to the ways in which ENL teachers can collaborate with classroom teachers to develop literacy goals for students with varied language proficiencies (entering, emerging, transitional, expanding, and commanding) and

developing literacy skills. Participants will also explore how to create portable and fixed learning environments

that support a balanced approach to literacy, as well as explore ways to use age-appropriate technology to support students' multimodal literacy development. In addition to gaining a deeper understanding of the reading and writing processes, participants will better define their roles as literacy teachers and advocates of literacy practices that support emergent bilingual students.

*Prerequisite:* TESL 530.

### **TESOL Research & Methodologies (Grades PreK-6)**

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

This course explores TESOL methodologies to inform the teaching of English as a new language in grades PreK-6. The course will provide participants with a foundation for thinking about English as a new language (ENL) instruction as being grounded in a deep understanding of both learner and context. Participants will develop an understanding of how student identity, language proficiency levels (entering, emerging, transitional, expanding, and commanding), classroom culture and curriculum, and local and state assessments all impact planning and instruction for ENLs. Using this grounding, participants will determine appropriate language materials, instructional technology, translanguaging strategies, environmental supports, and effective ENL service models to differentiate for the diverse listening, speaking, reading, and writing abilities and needs of their emergent bilingual students. Participants will develop skills in collaborating with a range of colleagues to create inclusive learning environments and effective classroom management strategies aimed at integrating emergent bilingual students, including those with developmental variations, fully into their classroom communities. The course will explore how participants can advocate for an integrated and flexible role of ENL service delivery, preparing participants to design both stand-alone and integrated ENL experiences, as well as differentiating existing curriculum to better meet the needs of students.

*Prerequisite:* TESL 870.

### **TESOL Research & Methodologies (Grades 7-12)**

#### **TESL 661 3 credits (S)**

This course builds on the content covered in the Research and Methodologies (PreK-6) course by exploring the TESOL language learning methods and research that apply in middle and high school settings. Special attention will be paid to the social, emotional, and academic needs of adolescents with interrupted formal education (SIFE) and long-term English language learners (LTELLs). Participants will develop an understanding of how adolescent identity, language proficiency levels (entering, emerging, transitional, expanding, and commanding), middle and high school culture and curriculum, and local and state assessments all impact planning and instruction for adolescent ENLs. Using this grounding, partici-

pants will determine appropriate language materials, instructional technology, translanguaging strategies, environmental supports, and effective ENL service mod-

els to differentiate for the diverse listening, speaking, reading, and writing abilities and needs of their emergent bilingual students across the content areas. Participants will develop skills in collaborating with a range of colleagues to create inclusive learning environments and effective classroom management strategies aimed at integrating emergent bilingual adolescents fully into their classroom communities. The course will explore how participants can advocate for an integrated and flexible role of ENL service delivery, preparing participants to design both stand-alone and integrated ENL experiences, as well as differentiating existing curriculum to better meet the needs of students. *Prerequisite:* TESL 660.

### **Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations**

#### **TESL 862 3 credits (F)**

In this course, participants will review the history of special education as it has impacted students and families from diverse cultural and linguistic backgrounds, focusing on over-representation in the classifications of intellectual disability, emotional disability, and language/learning disabilities. This course will help English as a new language (ENL) teachers examine the intersection between disability and cultural and linguistic diversity. Participants will unpack assumptions about linguistically and culturally diverse families, and understand how various disabilities interact with learning a new language to better discern typical patterns of language development from language-based disabilities. Participants will have the opportunity to become familiar with formal and informal assessments used to evaluate K-12 students and how these apply to emergent bilingual speakers, as well as concepts including validity, reliability, and basic statistical terminology. Participants will collaborate with school professionals to explore strategies for working effectively with families of linguistically and culturally diverse children and adolescents.

### **The Teaching of English Grammars & Discourse in ENL Settings**

#### **TESL 870 3 credits (S2)**

Participants will critically examine historical and current approaches used to teach English grammar in the United States and in other English-speaking countries. Research on the effectiveness of teaching grammar will inform participants as they design learning experiences to support emergent bilinguals' English proficiency levels (entering, emerging, transitional, expanding, and commanding). Participants will use language assessments and error analyses in order to gauge students' grammatical needs when speaking and writing and will use this assessment to inform the development of grammar lessons. The course will support participants in using



technology for assessment and instruction and will focus the teaching of grammar as a tool for helping students engage more meaningfully in spoken and written discourse across a range of grade levels and content areas. Participants will study grammars as living, dynamic systems, and through lesson design, they will empower students to consciously use grammars as communication tools in response to particular audiences and situations. Participants will collaborate with classroom teachers and school leaders to integrate grammar lessons into existing literacy units used in schools. *Prerequisite: TESL 561.*

## Educational Leadership Course Descriptions

### COURSES ARE LISTED AS FOLLOWS:

Course Title

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

Description

Prerequisites/Corequisites

### KEY FOR TERMS OFFERED\*:

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

(F) Fall term

(S) Spring term

(Jan) January term

(SL) Summer Long term

(S1) Summer 1 term

(S2) Summer 2 term

(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

(O) This course is sometimes offered as a blended or fully online course.

(TBA) To be announced

*\*Every effort is made to offer courses as listed. Offerings are subject to change. Check the current course schedule on the College website. When TBA is noted, please see your advisor.*

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

*Courses on the schedule include these additional descriptors:*

*R - online course (only for students in an online program)*

*A/F/E/L/M/S/Y - cohort specific course*

*N - Continuing Professional Studies (CPS) course*

### Adult Development: Implications for Educational Leadership

#### LEAD 503 3 credits (F, S) (O)

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.

### Human Development

#### LEAD 504 3 credits (F) (O)

A great deal of educational and public work in museums, libraries and cultural organizations revolves around the creation and implementation of programs for specific audiences. To support this work, this course is divided into several sections that, together, cover essential ideas about development in humans from childhood to adulthood, along with associated teaching and learning strategies. Observations of children, teen and adult programs and the growing field of access and wellness programs will be included. As we examine research on the cognitive, social, emotional, linguistic and physical development of children, we will pay attention to how these trajectories manifest across cultures and through interaction with biology and the environment. Understanding these developmental theories, and other patterns that evolve across the lifespan, will deepen how educators plan for and scaffold childrens' and adults' learning in museums and cultural settings.

### Teaching and Learning with Objects

#### LEAD 505 1 credit (F) (O)

Objects, specimens, collections, archives, plants, animals, buildings and unique spaces are at the heart of museums, libraries and cultural organizations. Educators working in these types of organizations should be familiar with the many ways objects, collections and spaces impact users: provoking memories and imagination, offering multi-sensory experiences, encouraging inquiry and dialogue, understanding cultural values, and providing tangible evidence of life, history and culture, past and present. In this course, participants will practice unpacking the many layers and dimensions of objects, including decolonizing objects and ensuring that diverse perspectives are included when devising teaching and interpretive strategies. Some of the themes touched on here will continue in the Digital Learning, Programming and Designing Educational Spaces courses.

### Educational & Social Role of Museums and Cultural Organizations

#### LEAD 506 2 credits (F) (O)

This course introduces the broader historical developments of learning and engagement work in a variety of museums, libraries and other nonprofit cultural organizations, along with the current emphasis on community engagement, access and diversity, building community partnerships and collaborations. Educators working in these spaces serve a variety of publics, onsite and off, from schools and teachers, to adolescents and families, to young as well as older adults. This course serves as a critical introduction to the roles that educators play in

supporting these publics, as well as supporting organizational missions and public understanding around artistic and cultural diversity, heritage and the natural world etc. through various programmatic means. This course includes several site visits to different institutions in the New York City area.

### **Learning Theories**

#### **LEAD 507 1 credit (F) (O)**

Most museums and cultural organizations have had education at the core of their missions since inception, but informal education is a relatively new discipline, still evolving and defining its place. Underlying these new directions are assumptions that explain what happens when learners engage with new phenomena, places and experiences, individually and with others. This course will explore fundamental theories around education and learning, social and cultural dimensions of learning and recent critical theories involving race, gender and ideas about shared or connected learning. By the end of the course, participants will be able to interpret and apply dimensions of various learning theories when articulating outcomes and assumptions that support both existing and new programs and their users.

### **Programming with Diverse Publics**

#### **LEAD 508 2 credits (S) (O)**

A salient feature of educational work across museums, libraries and cultural organizations is the planning and delivery of a range of programs. A critical challenge in current programming is to foster greater diversity and access, to provide programming that is inclusive and welcoming for all, while continuing to serve existing audiences. The course will emphasize the importance of working with diverse publics (not for them) and what barriers exist that may be limiting participation. Participants explore different categories of programs that may be less familiar to participants and will be asked to walk through the many steps of planning a program or resource at a specific site for an intended audience. Participants will also factor in operational constraints such as time, people, scheduling and the available spaces in which programs happen.

### **Digital Learning**

#### **LEAD 509 1 credit (S) (O)**

This course reviews the growing presence of digital learning in education, within organizations, and through informal social media networks and other online communities of interest. Is technology changing how our brains process information? Are we learning differently now? How can the new digital technologies support and expand the work that we do in education within museums, libraries and cultural organizations? How can educators in cultural organizations make thoughtful and strategic use of these new tools, without being overwhelmed by the continual churn, expense and allure of new apps,

platforms, products and services?

Participants will explore the notion of connected or shared learning in more depth and devise strategies and programs where new technologies can be effectively harnessed to support and expand learning and engagement.

### **Leading Critical Issues in Curriculum and Instruction**

#### **LEAD 510 3 credits (F, S) (O)**

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 and their impact on student learning. By explicitly addressing the relationship between curriculum and instruction to critical theory and pedagogy, students will connect positionality to their professional noticing. At the same time, students will unpack educational equity to become discerning consumers and negotiators of curriculum. In this course, students will envision and conceptualize ways to ensure that all students experience a liberating curriculum by focusing intensively on the knowledge and tools needed to recognize and dismantle dehumanizing spaces that are emblematic of historic and contemporary systems and structures. Finally, the course explores critical issues in leadership in curriculum and instruction and is designed to connect theory to practice as a means of inspiring, guiding, and effecting school change.

### **Designing Educational Exhibits and Spaces**

#### **LEAD 516 2 credits (S) (O)**

Exhibitions are more than just 'stuff' on display. They are about dynamic interactions and responses among people in physical spaces moving about in real time. Participants will look at exhibitions as a major program vehicle in museums as well as libraries and other cultural institutions, with the many implications of identifying audiences, supporting the mission, and appealing to the market. Throughout the course, we will think about how to maximize the learning and engagement potential of exhibits. Participants will review design elements of effective spaces, interpretive planning in exhibits, and how to rapidly prototype ideas with the public for greater input and feedback.

### **Partnerships and Collaborations**

#### **LEAD 517 1 credit (S) (O)**

As museums and cultural organizations focus more attention on social value and public impact, it is essential for educators and other staff to cultivate knowledge of, and practice in, developing partnerships and collaborations. Participants will situate their collaborative educational work within expansive models such as learning ecosystems, to allow different organizations to do more in their communities by working together. These initia-

tives are promulgated by the hyperconnectivity of digital connections, allowing players in disparate locations to act quickly and more easily together.

The course will include case studies of successful partnerships as well as techniques that foster productive interactions among different groups by articulating shared interests and the various assets that partners bring to the equation. *Prerequisite: LEAD 506.*

### **Curriculum Development**

#### **LEAD 519 3 credits (F) (O)**

The main focus of this course will be on school field trips (in person and/or virtual, including related resources) to museums and cultural organizations; how these experiences intersect with curricula and specific units of study in schools at different levels. These trips are sometimes referred to as out-of-school experiences or place-based experiences, involving discovery, inquiry and/or play with objects, specimens, and unique environments. Participants will interrogate existing field trip programs using an anti-colonial lens. They will then design a new field trip-- aligned with a unit of study informed by specific standards and guidelines-- that effectively uses resources/objects, spaces and staff expertise at a museum or cultural organization. Field trip proposals will demonstrate the use of developmentally appropriate activities, different modalities, culturally relevant and culturally sustaining language and other effective teaching strategies. *Prerequisite: LEAD 504.*

### **Understanding Audiences and Users**

#### **LEAD 520 1 credit (F) (O)**

Public museums, libraries and cultural Institutions, unlike schools and universities, do not mandate attendance nor do they issue degrees. As places of free-choice learning, they must continually reach out and attract audiences. This requires that staff understand audiences, both current and potential, and the communities in which they operate. In this course, participants will review fundamental marketing and visitor evaluation practices. By developing a greater understanding and empathy for visitor motivations, by identifying possible barriers to participation, by learning techniques for studying and evaluating visitor engagement, participants can develop more responsive, relevant, and inclusive communication strategies for educational programs that meet the needs of diverse publics in their communities.

### **Understanding Audiences and Users**

#### **LEAD 521 1 credit (S) (O)**

Fundraising is a constant element of work in most cultural non-profit organizations. In this course, participants will begin by surveying the philanthropic sector: how it arose, what traditionally it did and how, and what changes have taken place, including the rise of digital philanthropy and impact investing. Next, participants

will review the landscape of funders: foundations, corporate support, government granting agencies, and digital giving platforms such as crowdsourcing. Lastly, participants will practice writing grant proposals, which includes: developing a plan, researching a suitable funder(s), articulating program goals and outcomes, and how the impact of the program will be assessed.

### **Leadership Development**

#### **LEAD 522 1 credit (S) (O)**

In this course, participants will explore major theories of management, leadership and followership that can serve them in meeting the challenges of everyday work life and issues facing the sector. They will take a broad look at leadership and followership as intentional features of professional practice, including knowing oneself as essential for enacting effective leadership. Participants will review traditional views of leadership as residing in positions of authority together with shared and distributed models for leading and following for broader impact and change. By doing so, they will think about leadership and followership as fluid roles enacted by individuals across an organization at many levels.

### **Organizational Dynamics**

#### **LEAD 523 2 credits (S) (O)**

This course will help participants develop an organizational mindset-- to see how their job fits into the "bigger picture," to work more effectively with other departments and individuals that may appear to have conflicting interests and priorities so that the organization can fulfill its mission and purpose. Participants will study the dynamic nature of organizations through frames and systems, team work as well as communications and negotiation. They will consider organizational culture, the challenges associated with change, transparency and becoming more diverse and inclusive. Participants will use their current workplaces or internship organizations as case studies for various course activities and assignments.

### **Professional Development**

#### **LEAD 524 1 credit (S) (O)**

This course focuses on the current trajectory of each participant in terms of their professional development. Participants will examine their individual strengths and challenges, practice speaking up and articulating what they value and stand for, for example championing social justice and advocating for the needs of diverse learners. The course will also touch on labor and current hiring practices (including bias and discrimination), basic management principles, updating professional goals, public profiles and fine-tuning skills around listening and personal reflection. This course will complement the second semester of advising/fieldwork together with the Organizational Dynamics course to strengthen each participant's skills and competencies.

## Summer Institute

### LEAD 529 2 credits (S1) (O)

June Institute is a four or five day summer intensive pro-

gram focused on longer visits to a range of institutions

and programs. Drawing on the institutional and professional interests and backgrounds of the participants in the program, the visits will take place in the greater New York City area, or a major city in the mid-Atlantic region such as Philadelphia or Washington DC. Participants will visit exhibitions, programs, and meet with professional staff to gain exposure to exemplary programs, challenging problems and best practices. Themes from prior courses will be reinforced. One part of the Institute may be set aside for discussions, reflections and other group activities.

## Education Policy, Advocacy, and Law

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

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

## Foundations of Educational Leadership:

### Ethics and Philosophy

#### LEAD 532 1 credit (S1, 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:

### Organizational Development

#### LEAD 535 1 credit (S2) (O)

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

## Organizational Development: Implications for Educational Leadership

#### LEAD 537 3 credits (F, S) (O)

This course examines theory, research, and practice related to organizational development. It covers a wide range of issues related to capacity-building, school vision and culture, and problem solving, and focuses on the relationship between school management and instructional leadership. Students have opportunities to integrate theory and research with administrative

practice through readings, small-group work, simulation experiences, observations, interviews, protocols, and case studies.

## Supervising and Supporting Literacy Instruction in Diverse Settings

### LEAD 561 1 credit (S)

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

## School Change: The Transformational Leader

### LEAD 603 3 credits (F, S) (O)

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 (S)

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.

## Processes of Supervision and Professional Development

### LEAD 615 3 credits (F, S) (O)

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.

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

#### **LEAD 621 1 credit (SL) (O)**

This course is designed to explore school-based budgeting and fiscal management. The course will provide an overview of the various resources that schools receive and the rules that govern their use.

There will be examples of how various schools use these resources, and a discussion of some of the considerations that school leaders may need to take into account in order for them to effectively implement the educational goals and objectives for their schools.

### **Fiscal Management, Grant Development and Marketing for Leaders**

#### **LEAD 624 3 credit (SL) (O)**

This course focuses on the financial management of early childhood programs in childcare settings and public schools as well as the grant development process and marketing strategies that are designed to enhance equitable access to quality early childhood experiences for young children and their families. The intersection of resources both within the community and from various funding streams will be examined to address issues of equity, advocacy and policy in early childhood settings. The first section of the course will address budget development, budget formulation and budget execution and evaluation of operating budgets. The second section of the course will focus on program design and proposal writing for grant development including categorical or competitive models. Participants will also learn about fundraising and marketing strategies designed to reach families with young children in underserved communities.

### **Law for School Leaders**

#### **LEAD 630 3 credits (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) (O)**

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 Educational Change**

#### **LEAD 664 1 credits (F)**

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 667 1 credit (F) (O)**

In this first course in the series of Research for Mathematics Leaders, students will learn and apply the process of action research through crafting a question, gathering data, analyzing data, and offering additional questions through an ongoing record of reflective field notes. This course is designed to increase graduate students' understanding of qualitative research and will enable graduate students to gain a deeper understanding of the importance of qualitative research and how it can be used to effect change.

## Research for Mathematics Leaders II

### LEAD 668 1 credit (S) (O)

In this second course, students are supported in deepening their question from LEAD 667. Through the collection of additional data, the analysis of new data, and examining patterns and themes, students craft a deeper question that reflects the depth of an Integrated Masters Project (IMP). In this course the inquiry question will be revised taking into account the leadership standards. *Prerequisite: LEAD 667.*

## Research for Mathematics Leaders III

### LEAD 669 1 credit (S1) (O)

In this third course in the series of Research for Mathematics Leaders, students will finish gathering and analyzing data and prepare their findings to share with the Math Leadership community and Bank Street faculty writ large. *Prerequisite: LEAD 668.*

## Leadership Professional Seminar

### LEAD 770 3 credits (F, 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.

## Child Life Leadership and Program Development

### LEAD 825 3 credits (S) (O) Child Life students only

This course examines child life program development, leadership, and evaluation. Participants will explore a range of factors that underpin successful child life programs. Participants will develop skills in program development and the use of assessment for ongoing program improvement. A core factor in successful child life programs is strong formal and informal leadership that fosters collaboration. Participants will deepen their understandings of leadership in child life contexts through developing a philosophy of leadership grounded in a range of leadership theories, child life competencies, and ethical principles. The course will explore the evolution of leadership opportunities across a child life specialist's professional career in local, national, and global contexts. *Prerequisite: EDUC 500.*

## Understanding Quantitative Data: Implications for Educational Leaders

### LEAD 827 3 Credits (S2) (O)

The goal of this course is to educate the school leader in the understanding the use of quantitative data for improving instruction in schools. The course will deal with the mathematics of statistics and data collection so that school leaders are better equipped to understand the information provided to them, ask better questions,

make better choices about what data they should collect, and what the data tells about the skills and understandings of the student. In addition we will look into bias in data collection and interpretation, who the players are in the data collection and interpretation, and how to communicate the data so that the school community will understand its implications. The course will use a case study approach. The mathematical ideas will be developed through the use of concrete materials, databases, and tools such as Excel, Google Forms, and a calculator.

## Leading a School District I

### LEAD 861 1 credit (A, O)

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 (A, O)

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

## Leading a School District III

### LEAD 863 1 credit (A, O)

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 (A, O)

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 (A, O)

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.

### **Future School Leaders Academy Supervised Fieldwork/Advisement**

#### **LEAD 9061-4 6 credits/1.5 credits per semester (F, S)**

This course, for Future School Leaders Academy students, is designed to meet New York State certification requirements for building and district leadership internship experiences. Students develop internship program plans each semester, linked to each semester’s theme and national leadership preparation standards. Students are supervised on site by their internship

supervisor/mentor and their advisor; they also participate in learning walks to other schools each semester. Three times a semester, students meet with their advisors in conference groups. Students document and reflect on their leadership development experiences by preparing a comprehensive portfolio, presented at the end of the two-year program.

### **School District Leadership Supervised Fieldwork/Advisement**

#### **LEAD 9081-2 6 credits/3 credits per semester (F, S)**

Fieldwork in an appropriate setting with supervision and advisement.

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

#### **LEAD 912 8 credits/2 credits per semester (F, S, S1)**

This course meets New York State certification requirements for School Building Leadership (SBL) internship experiences. Through close work with a faculty advisor and peers, participants apply their learning from coursework to their field experiences, integrating theory and practice as they reflect on their own professional development. Interns work with a site supervisor and are given substantial school-based responsibilities that involve direct interaction and involvement with staff, students, families, and community leaders. Participants develop the capacity to build and support a positive school culture, build teams, enlist collaboration, and plan and sustain change efforts. Graduate students in advisement participate in small-group sessions with their advisors over 18 months. Participants also serve in a summer internship at a site that is different from their usual work site. At the end of supervised fieldwork, each candidate presents a comprehensive portfolio of internship experiences which meets the program’s Integrative Master’s Project requirement.

### **Practicum in Urban School Leadership**

#### **LEAD 913 1 credit (S2)**

Progressive Leadership interns continue to engage in focused leadership experiences in their own schools and/or other sites, with an emphasis on research-based strat-

egies for turning around low-performing urban schools. Interns will refine their ongoing leadership work based on the ISLLC Standards and the New York City School Leadership Competencies and will participate in monthly conference group sessions with their advisors. At the end of this course, each candidate presents a comprehensive portfolio of his or her internship experiences.

This portfolio meets the program’s Integrative Master’s Project requirement.

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

#### **LEAD 9181-3 9 credits/3 credits per semester (F, S) (O)**

This course meets New York State certification requirements for School Building Leadership (SBL) internship experiences. Through close work with a faculty advisor and peers, participants apply their learning from

coursework to their field experiences, integrating theory and practice as they reflect on their own professional development. Interns work with a site supervisor and are given substantial school-based responsibilities that involve direct interaction and involvement with staff, students, families, and community leaders. Participants develop the capacity to build and support a positive school culture, build teams, enlist collaboration, and plan and sustain change efforts. Graduate students in advisement participate in small-group sessions with their advisors. At the end of supervised fieldwork, each candidate presents a comprehensive portfolio of internship experiences which meets the program’s Integrative Master’s Project requirement.

### **Early Childhood Leadership Supervised Fieldwork/Advisement**

#### **LEAD 9201-2 6 credits/3 credits per semester (F, S) (O)**

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

### **Mathematics Leadership Supervised Fieldwork and Advisement**

#### **LEAD 945-2 6 credits/2 credits per semester (F, S) (O)**

This seminar and fieldwork experience consists of a cohort of graduate students who meet with their advisor throughout the 14 months of the program. The seminar includes the exchange and analysis of ongoing professional experiences based on the graduate students’ experiences in the field. It provides a forum for synthesizing theory with practice, and the creation of a professional learning community. Attention is given to leadership activities in students’ work settings and coaching strategies for addressing the academic strengths and needs of teachers of mathematics, including constructing classroom environments that support collaboration and agency. In addition, the seminar examines the his-

torical, philosophical, and cultural roots of leadership as they have influenced current practices and innovations, and explores Bank Street's history and philosophy as a progressive institution.

### **Mathematics Leadership Summer Advisement**

**LEAD 946-2 3 credits/1 credit per semester (S1, S2) (O)**

This course is an extension of LEAD945. During the summer semesters, the cohort meets for weekly Advisement seminars that include readings that offer students the opportunity to integrate theory with practice in this evolving professional learning community.

### **Museum Advisement**

**LEAD 9601-2 4 credits/2 credits per semester (F, S) (O)**

Fieldwork in an appropriate setting with supervision and advisement.

### **Museum Supervised Fieldwork/Advisement**

**LEAD 9611-2 8 credits/4 credits per semester (F, S) (O)**

Fieldwork in an appropriate setting with supervision and advisement.

### **Mathematics for Leaders of Inclusive Schools: Supporting Teachers in Meeting the Needs of All Learners**

**MATH 525 3 credits (F) (O)**

This course will provide teachers and leaders with a deeper understanding of the mathematics they need to know to help others refine and deepen math instruction in schools. They will learn how people learn math, and how to meet the mathematical needs of a wide range of learners—both adults and children. This course is grounded in a constructivist approach to learning and teaching. As such, we seek to form a community of learners in which each participant is constructing his or her own understanding of mathematics, and what it means to be teachers and leaders of mathematics.

### **Integrated Mathematics I**

**MATH 541 3 credits (S2) (O)**

Participants in this course (and MATH 542 and MATH 543) engage in integrating mathematics. This experience helps participants deepen their understanding of the relationship among the various mathematical disciplines and supports them in their work with children and teachers. Participants explore elementary number theory, algebra, groups, and transformational geometry using concrete materials and open-ended problems. *Open to Math Leadership students only or with permission of instructor and director.*

### **Integrated Mathematics II**

**MATH 542 3 credits (S1) (O)**

This course continues the integration of mathematics

begun in MATH 541. Participants study Taxicab geometry and its relationship to Euclidean geometry. Participants explore probability, the relationship between probability and proportional reasoning, the art of equations, and the relationship between functions and their graphs. *Prerequisite: MATH 541. Open to Math Leadership students only or with permission of instructor and director.*

### **Integrated Mathematics III**

**MATH 543 3 credits (S2) (O)**

This course continues the work with graphing begun in MATH 542. Participants use the content from MATH 541 and MATH 542 to consider topics in analysis and discrete mathematics and contrast these ways of approaching mathematics and the applications of each. *Prerequisite: MATH 542. Open to Math Leadership students only or with permission of instructor and director.*

## **Continuing Professional Studies**

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

Continuing Professional Studies (CPS) courses are designed for teachers, administrators, librarians, childcare staff, parents, and others working with children and youth. These classes explore an array of topics in Early Childhood, Childhood, and Middle School Education, Special Education, and Educational Leadership. Each year, CPS serves more than 1,400 students. Courses are offered in a variety of schedules, online and on campus, to meet the needs of working educators.

Open, continuing registration is held on a space-available basis online at [graduate.bankstreet.edu/cps/register](https://graduate.bankstreet.edu/cps/register). Courses can be taken for New York State Continuing Teacher and Leader Education (CTLE) hours, continuing education units (CEUs), and graduate credit. Students registered for credit are required to complete readings and an assignment, usually due two weeks after the course ends. Graduate school tuition is charged to earn credit (\$1,841 per credit for the 2023–2024 school year).

Continuing Professional Studies courses may be used to meet a wide variety of degree, licensing, and certification goals. Email [cps@bankstreet.edu](mailto:cps@bankstreet.edu) or call 212-875-4649 for more information. Those 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 should meet with their advisor prior to registering for graduate credit in a Continuing Professional Studies course.

The following is a list of courses for credit. Not all courses are given every semester; see notations below. Additional not-for-credit workshops are offered throughout the year. A schedule with descriptions is published three times a year. Please visit [graduate.bankstreet.edu/cps/cps-course-schedule/](https://graduate.bankstreet.edu/cps/cps-course-schedule/) for current information.



**KEY FOR TERMS OFFERED:**

- (F) Fall term
- (S) Spring term
- (S2) Summer 2 term

**American Sign Language: Module One**  
**LANG 760N 1 credit (S2)**

**American Sign Language: Module Two**  
**LANG 761N 1 credit (S2)**

**American Sign Language: Module Three**  
**LANG 762N 1 credit (S2)**

**Art Studio: Discovering Self While Learning More about Drawing, Painting and Collage**  
**ARTS 500N 2 credits (S2)**

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

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

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

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

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

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

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

**Emotionally Responsive School Conferences**  
**TEED 659N 1 credit (F)**

**Fractions, Decimals, and Percents: Looking at Models, Big Ideas, Strategies, and Contexts**  
**TEED 652N 1 credit (Alternating S2 in even years)**

**Plant- Based Learning Projects in Classrooms (grades Prek - 4)**  
**TEED 649N 1 credit (S, S2)**

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

**Meeting the Diverse Needs of Beginning Readers (K - 3)**  
**TEED 565N 1 credit (S, S2)**

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

**Restorative Practices in the Early Grades (grades 1-3)**  
**TEED 658N 1 credit (S2)**

**The Spectrum of Play and Play On the Spectrum: Through Diy/ Floor Time Lens (Birth - 6 Years)**  
**SPED 587N 1 credit (S2)**

**Supporting Emergent Literacy in the Classroom (Preschool, Ages 3-5 years)**  
**TEED 630N 1 credit (S2)**

**Teaching Kindergarten Conference**  
**TEED 551N 1 credit (S)**

**The Youngest Scientist: Hands-on Adventures (Ages 3-8 years)**  
**TEED 531N 1 credit (F)**

**State Mandated Trainings**  
**State Mandated Training on School Violence Prevention**  
**TEWS 501N 0 credits (A)**

This workshop includes training in effective classroom management techniques, identifying the warning signs of violent and other troubling behavior, and intervention techniques for resolving violent incidents in the school.

**State Mandated Training in Child Abuse Identification and Reporting**  
**TEWS 500N 0 credits (A)**

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

**State Mandated Training: Dignity for All Students**  
**TEWS 708N 0 credits (A)**

Anyone graduating and applying for certification after the summer must complete six hours of training on the social patterns of harassment, bullying and discrimination. This workshop includes training in identifying indicators, early warning signs, prevention and intervention techniques, and how to interact with families of victims and aggressors.











# Enrollment Management and Student Services

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[studentservices@bankstreet.edu](mailto:studentservices@bankstreet.edu)  
*Located on the sixth floor across from the Graduate Suite*

Enrollment Management at Bank Street includes the Office of Admissions and Student Services Office. The Office of Admissions supports students from inquiry through the admission and enrollment into a program. Once an inquiry submits interest to Bank Street, members of the admissions staff will be available to support applicants in completing their application and scheduling their faculty interview. Upon acceptance, members of the office support students in orientation and acclimating to the College.

At the point of registration, students are connected to their program specific Student Services Advisor (SSA). The Student Services Advisor (SSA) supports students throughout their time at Bank Street with enrollment, financial aid, billing, and academic needs. The goal of Enrollment Management is to ensure that from start to finish, all students have a positive student experience. The one-on-one counseling offered to students from members of both Admissions and Student Services enables all students to have an individualized level of support.



# Admissions

Kevin B. Taylor, *Director*  
Jesse Nguyen, *Senior Associate Director*  
Sarata Toriola, *Associate Director*  
LaVerne Pratt, *Enrollment Coordinator*

Office of Graduate Admissions: 212-875-4404  
[gradadmissions@bankstreet.edu](mailto:gradadmissions@bankstreet.edu)

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 engage with the College in a number of ways. Prospective students can learn about Bank Street at one of the virtual Open Houses held periodically throughout the year, as well as through individual appointments with admissions counselors or directors. Admissions and financial aid materials are available on our website ([graduate.bankstreet.edu/admissions-financial-aid/](http://graduate.bankstreet.edu/admissions-financial-aid/)).

## Criteria For Admissions

The criteria described here apply to applicants for all graduate degree programs. Applicants should consult specific program descriptions in this catalog for additional requirements and prerequisites.

- Bank Street College seeks applicants with an undergraduate 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 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.

Applicants for the advanced Master of Education (Ed.M.) in Special Education, Advanced Literacy Specialization, Studies in Education, Progressive Leadership

Program, or Future School Leaders Academy must have a prior Master of Science in Education. Applicants to the advanced certification sequences must have a prior master's degree in education and a valid New York State teaching certification. See specific program descriptions for more information.

If you intend to enroll in a single certification program in areas such as special education or literacy, you must have a valid New York State certificate in early childhood or childhood general education throughout the entire duration of your program. If you intend to enroll in the Teacher Leader in Mathematics program, you must have a valid New York State certificate in Childhood General Education (grades 1-6), Students with Disabilities (grades 1-6), Generalist in Middle Childhood Education (grades 5-9), Mathematics (grades 5-9), Students with Disabilities Generalist (grades 5-9), or Students with Disabilities Mathematics (grades 5-9). If you hold a certificate from another state, you must apply for New York certification through interstate reciprocity.

For our programs in TESOL and Adolescent Special Education, applicants must meet the liberal art & science "content core" requirement for certification. See program pages for these specific course requirements.

Students missing an undergraduate course requirement must successfully complete any undergraduate or graduate level course in the subject(s) required within one year of enrolling at Bank Street. See page 139 for details about potential transfer of these credits, provided they are taken at the graduate level.

Applicants should apply online, and send all supporting materials electronically to [gradadmissions@bankstreet.edu](mailto:gradadmissions@bankstreet.edu). If materials need to be sent via postal mail, they can be sent to:

The Office of Graduate Admissions  
Bank Street College of Education  
610 West 112th Street  
New York, NY 10025

## Application Requirements

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 online application form
- the nonrefundable application fee (\$65), payable to Bank Street College
- two letters of recommendation
- reflective autobiography
- résumé
- Online Transcripts:
  - Sent electronically directly from your prior institution(s) (most efficient for timely processing)
  - Via postal mail (longer processing time)
  - Note: Unofficial transcripts can be uploaded to your file in order to conduct a cursory review and provisional admission decision, but official transcripts will be needed in order to be formally admitted

***Although we evaluate applications throughout the year, there are three important dates to consider:***

***For spring 2024 enrollment:***

***Please note that classes begin January 16, 2024***

***For summer 2024 enrollment:***

***Please note that classes for Summer 1 and Summer Long begin May 13, 2024 and Summer 2 classes begin June 24, 2024***

***For Fall 2024 enrollment:***

***Please note that classes begin early September***

### **Financial Aid Priority Submission Dates**

Applicants who wish to be considered for Bank Street scholarships should complete and submit the FAFSA (Free Application for Federal Student Aid) concurrently with their program application. Applicants who complete the FAFSA are automatically reviewed for scholarship eligibility.

### **The Application Process**

If, after initial review of the application, the Admissions Committee wishes to proceed in considering an applicant, a faculty member from the appropriate program will contact the applicant to schedule a virtual admissions interview.

### **Admissions Decisions**

Admissions decisions are made throughout the year. Generally, applicants are notified about the admissions decision within 10 days one month after the application is complete.

### **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 they meet specific conditions as indicated in communications from the Office of Graduate Admissions.

One such proviso is that the official basis of admission transcript (such as the official final undergraduate transcript) must be received by the Office of Graduate Admissions before the end of the student's first term. If it is not, the student may not be able to register for classes.

### **Applying to the Institution as a Non-Matriculated Student**

Non-matriculated students are individuals wishing to take courses at Bank Street without being enrolled in an advanced certificate or degree program. Interested students must have an earned bachelor's degree in order to enroll as a non-matriculated student. Non-matriculated registration begins two weeks prior to the start of each semester and classes are subject to availability and eligibility for non-matriculated registration.

Candidates who are interested in registering for a course as a non-matriculated student may do so through a form on our website: <https://graduate.bankstreet.edu/student-services-support/registrar/registration/non-degree-students>

Completing the form starts the process and does not equate to registration. After completing the form, a member of the student services team will follow up with you.

### **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 a comprehensive course-by-course translation and evaluation to certify that their course of study is the equivalent of a bachelor's degree in the U.S. Bank Street accepts certified course-by-course transcript evaluations from any NACES member organization (i.e. World Education Services or SpanTran). 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 not available for 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 100 on the TOEFL Internet-based test (iBT) or 7.0 on the IELTS. For more information, prospective students should visit the TOEFL website at [www.ets.org/toefl](http://www.ets.org/toefl).

Students without permanent residency status or work authorization in the United States are generally not eligible for professional teacher certification in New

York State, though they may be eligible for time-limited certifications such as initial teacher certification.

### **Transfer Credit Policy**

Bank Street accepts transfer credit from other accredited institutions. Please see page 139 for our Transfer Credit Policy.





# Financial Aid

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Emmett Cooper, *Director*: [ecooper@bankstreet.edu](mailto:ecooper@bankstreet.edu)  
Ajalai Edwards, *Financial Aid Associate*:  
[aedwards2@bankstreet.edu](mailto:aedwards2@bankstreet.edu)

The Office of Financial Aid understands that graduate students are investing in their careers and their future goals. Our financial aid professionals provide applicants and students with information and counseling about how they can finance their education. Financial aid awards may take the form of scholarships, grants, federal loans (to be repaid), or federal work-study opportunities. Bank Street participates in the William D. Ford Federal Direct Loan Program which enables our students to borrow directly from the U.S. Department of Education.

## Eligibility for Financial Aid

In order to be considered for all forms of financial aid (scholarships, loans, and/or work-study), students need to complete the Free Application for Federal Student Aid (FAFSA). All students, continuing and prospective, should apply for financial aid every year. Eligibility for the Bank Street College Scholarships is based on need. In order to receive any type of financial aid, a student must be admitted into a degree-granting program and all credits/courses taken must be part of the degree requirements

## Timeline

**Applications should complete the FAFSA as soon as possible to be given maximum financial aid consideration for both scholarship and loans.**

The financial aid application process must be repeated for each academic year. Both half-time and full-time students are eligible to apply for financial aid.

## New Students

We urge prospective students who think they might seek financial aid to file the FAFSA early in their process of applying to a graduate school program at Bank Street. Applicants should follow the priority timeline given above, if possible. New students will be considered for financial aid once they have received formal admission to the College. Applicants who begin their application process after the priority submission date will be eligible for loans and may be eligible for scholarships pending the availability of funds. When applying for aid using the FAFSA form, you will be asked for the Title IV Code, which for Bank Street College is G02669.

## Receiving Financial Aid

The Office of Financial Aid sends an Estimated Financial Aid Offer Letter to eligible students who have been accepted into a graduate program. An Offer Letter indicates

*Office of Financial Aid: [fnaid@bankstreet.edu](mailto:fnaid@bankstreet.edu)*

the combination of financial funds—unsubsidized loan(s), scholarship(s), and all other awards that the student is eligible to receive. In addition, a Disclosure Statement is sent to the student from the U.S. Department of Education Loan Origination Center, confirming the amounts of unsubsidized loans requested by the student for the Financial Aid year. Bank Street College utilizes both Standard and Borrower Based Academic years. Our Standard Academic year starts in Fall and ends in Summer.

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

First-time borrowers at Bank Street College must complete an online Entrance Counseling and a Master Promissory Note in order to be eligible to receive loan funds. Students applying to receive aid in subsequent years must demonstrate continued financial need and good academic standing, including making satisfactory academic progress toward their degree.

All students should remain in contact with their Student Services Advisor and the Office of Financial Aid in order to receive the most current information about financial aid offers. For further detailed/updated information please visit our website at [graduate.bankstreet.edu/admissions-financial-aid/tuition-financial-aid/](http://graduate.bankstreet.edu/admissions-financial-aid/tuition-financial-aid/).

## Scholarships/Fellowships/Stipends

To be considered for a scholarship students must satisfy eligibility criteria. Eligibility varies by scholarship but in general includes:

- Enrollment as a matriculated student
- At least half-time enrollment
- Submission of a FAFSA

From time to time the college may promulgate program opportunities that offer program scholarships. Students who are selected for and admitted to these programs will receive a program scholarship and may not be eligible for institutional scholarships.

Subject to annual funding, the following financial aid awards are provided through the generosity of the many supporters of Bank Street College and may be based upon criteria designated by the donor. Students are automatically considered for scholarships based on the information submitted in the FAFSA.

### ***Acorn Scholarship***

This scholarship is available to students in the Early Childhood Special Education program who are doing supervised fieldwork in a New York City public school.

### ***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 as being African American and thus a member of a federally recognized U.S. ethnic minority group.

### ***Alumni Opportunity Fund Scholarship***

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application 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.

### ***Bank Street College Scholarship***

This scholarship is available to students who meet the general eligibility criteria. Bank Street Scholarships are applied to tuition only; students should expect to provide additional funds for tuition/fee balances.

### ***Bank Street Incentive Scholarship***

This scholarship is available to highly promising applicants to Bank Street College who demonstrate an exceptional commitment to children and to education. Applicants must demonstrate academic accomplishment, commitment to service, and a vision for working with children. This scholarship is intended to encourage students from underrepresented racial and ethnic groups to become outstanding educators.

### ***Cathy Bose Math Leadership Scholarship***

This scholarship is available to students in the Leadership in Mathematics Education program.

### ***Lucy Burrows Scholarship***

This scholarship is available to mature women who meet the general eligibility criteria stated previously and who are career changers.

### ***Ruth Saltzman Deutsch Scholarship***

This scholarship is available to students in the Early Childhood Special Education program who are doing supervised fieldwork in a New York City public school.

### ***Joyce and David Dinkins Endowed 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.

### ***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.

### ***Harry Doebla Scholarship***

This scholarship is available to students who meet the general eligibility criteria stated above.

### ***Glickenhau Foundation Scholarship***

This scholarship is available to students who meet the general eligibility criteria stated above.

### ***Goldberg-Ruberman Scholarship***

This scholarship is available to students who meet the general eligibility criteria.

### ***Peter Greeman Scholarship***

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application as being a member of a federal recognized U.S. ethnic minority group. Recipients must demonstrate a clear commitment to teach in a New York City public school or in a public district located in an urban area within 30 miles of the borders of New York City. Recipients must be accepted into a program leading to certification to teach and must be a resident of New York City, or live within 50 miles of New York City. Upon graduation, recipients must commit to teaching in a high-needs public school in New York City, or in a public school district located in an urban area within 30 miles of the borders of New York City for at least two (2) years.

### ***Hearst Minority Scholarship***

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application as being a member of a federally recognized U.S. ethnic minority group, and who plan to reside in the United States after graduation.

### ***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.

### ***Augusta Kappner Scholarship***

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application as being a member of a federally recognized U.S. ethnic minority group, and who plan to reside in the United States after graduation.

**Elaine Katz Memorial Fund Scholarship**

This scholarship is available to mature women who are career changers, who meet the general eligibility criteria stated previously, and who are in an Early Childhood Education program.

**Marian Howard Scholarship**

This scholarship is available to students in a Museum Education program.

**Linda Levine Scholarship**

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admission application as being a member of a federal recognized U.S. ethnic minority group.

**Parson Fellowship/Bank Street School for Children**

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application as being a member of a federally recognized U.S. ethnic minority group, and who are accepted as an assistant teacher at the Bank Street School for Children.

**Minority Education Scholarship**

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application as being a member of a federally recognized U.S. ethnic minority group.

**Neuberger Scholarship**

This scholarship is available to students in the Leadership in Mathematics Education program.

**Charlotte W. Newcombe Foundation Scholarship**

This scholarship is available to mature women who are career changers.

**Priscilla E. Pemberton Memorial Scholarship**

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application as being African American and thus a member of a federally recognized U.S. ethnic minority group.

**Elsbeth Pfeiffer Scholarship**

This scholarship is available to students in the Child Life program who also meet the general eligibility criteria stated previously.

**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.

**Rust Family Scholarship Fund**

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves

on the admissions application as being a member of a federally recognized U.S. ethnic minority group. Recipients must demonstrate a clear commitment to teach in underserved, high-needs schools.

**Joan Shapiro Scholar's Initiative**

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application as being a member of a federally recognized U.S. ethnic minority group.

**Spiegler Scholarship**

This scholarship is available to students in the Leadership in Mathematics Education program.

**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 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 previously.

**Straus Infancy Scholarship**

This scholarship is available to students who are in an Infant and Family Development and Early Intervention program.

**Tree Scholarship**

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application as being a member of a federally recognized U.S. ethnic minority group, and who will have a commitment to city schools after graduation.

**Waisman Family Endowment**

This scholarship is available to students in a Museum Leadership program.

**Wallace Foundation Scholarship**

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application as being a member of a federally recognized U.S. 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 certification to teach. Recipients must sign a commitment to teach in urban schools for three (3) years following graduation from Bank Street College.

**Weisberg Graduate Endowed Scholarship**

This scholarship is available to students who meet the general eligibility criteria stated above.



### Yellow Ribbon Program

Bank Street College is proud to be a participant in the Yellow Ribbon GI Educational Enhancement Program. We provide matching funds to eligible recipients of the Yellow Ribbon program up to \$12,000.

This program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher education (degree-granting institutions) in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed the annual maximum cap for private institutions. Students applying for Veterans Benefits must follow these actions:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education for which the individual has indicated the individual wishes to use the individual's entitlement to educational assistance.
- Submit a written request to use such entitlement.
- Provide additional information necessary to the proper certification of enrollment by the educational institution.

GI BILL ® Application Procedure: The student must obtain the appropriate form(s) from the Education Benefits Application Process website at <https://www.va.gov/education/>. Forms can be submitted online directly to the VA. Students should double check and verify that all information provided is true and correct prior to submitting. Bank Street College requires a copy of the students' confirmation page after they have submitted their information to the VA which will contain one of the following:

- 22-1990 (Application for VA Education Benefits) for veteran students who are using their GI BILL ® for the first time.
- 22-1990E (Transfer of Entitlement) for spouse or dependents who are applying for transferred Post 9/11 benefits for the first time.
- 22-1995 (Change of Program/Training) for veteran and TOE students who have applied and/or used their GI BILL ® benefits before.
- 22-5490 (Chapter 35 Dependent/Spouse DEA benefits) who are applying for this benefit for the first time.
- 22-5495 (Chapter 35 Dependent/Spouse DEA benefits) who have applied and/or used this benefit before.
- DD-214 (Release from Duty). Bank Street College requires a copy of this form for the student's file if available. This form does not hold up certification.

Bank Street College VA Certifying Official will review and certify the student for courses throughout the year on the VA-ONCE website. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by

VA is available at the official U.S. government Web site at <https://www.va.gov/education/>

### Federal Loans

Federal educational loans play an important role in each student's financial aid package. As Bank Street College scholarships are first applied to tuition, students should expect to provide additional funds for tuition/fee balances and living expenses, usually by borrowing funds through the William D. Ford Federal Direct Loan Program, which is an unsubsidized loan program. The Office of Financial Aid reviews each student's eligibility for the William D. Ford Federal Direct Loan Program. Students may borrow funds to offset the total cost of their education, which includes tuition, fees, books, and living expenses.

Students must be registered for a half-time minimum of 5 credits (or the equivalent) during the Fall, Spring and Summer Long semester to be eligible to receive a Direct Loan for that semester. Students enrolling in either the Summer 1 or Summer 2 term must be registered for a half-time minimum of 2 credits to be eligible to receive a Direct Loan. **Eligibility for any type of financial aid will only cover those credits/courses that are part of the degree requirements.**

As with all financial aid programs, students requesting loans must be in good academic standing, including making satisfactory academic progress toward their degree. As with other financial aid, students must complete and file the Free Application for Federal Student Aid (FAFSA). Students may apply for a Direct Loan throughout the year; the priority deadline does not apply to the Federal Direct Loan Program.

The William D. Ford Federal Direct Loan (Direct Loan) is an unsubsidized loan. Repayment of the principal is deferred until six months after a student ceases to be enrolled at least half-time (5 credits or the equivalent in the Fall, Spring, or Summer Long, 2 credits in Summer 1 or Summer 2). 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.

The maximum amount a student may borrow from the Direct Loan Program is \$20,500 per fiscal year (or the student's individual cost of education, whichever is less). The unsubsidized loan has a variable interest rate determined every year starting with the summer 2 semester. A processing fee is withheld from the loan proceeds prior to disbursement to the student.

Students who are first-time borrowers at Bank Street College must complete Online Entrance Counseling and a Master Promissory Note 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 able to complete Exit Interviews online should contact the Office of Financial Aid.

Loan disbursements occur approximately the third week of the term for Fall and Spring and the second week of the term for Summer 1 and Summer 2. Students have a right to cancel all or a portion of their federal loans by submitting a written request to the financial aid office at [finaid@bankstreet.edu](mailto:finaid@bankstreet.edu). Requests should be made no later than two weeks after the loan has disbursed.

### Other Federal Loan Options

Students who need to borrow funds to bridge the gap between the financial aid awarded and their cost of attendance can choose the Federal Direct Graduate PLUS (Grad PLUS) Loan.

Matriculated graduate students may be eligible to borrow funds from the Federal Direct Grad PLUS Loan Program. The Grad PLUS loan has a variable interest rate determined every year starting with the Summer 2 semester and all of the federal student loan benefits of the William D. Ford Federal Direct Loan Program during the life of the loan. Unlike the Direct Loan, the Grad PLUS loan requires a credit approval and charges an origination fee. This loan is available for students who meet the following criteria:

- Student is a matriculated student at the Graduate School;
- Student is at least half-time in attendance; and
- Student has a financial aid package/award that does not meet the full cost of attendance for the semester(s) for which the student is/will be enrolled. The Grad PLUS loan may be borrowed in lieu of an alternative/private educational loan. For more detailed information please refer to our website at [graduate.bankstreet.edu/admissions-financial-aid/](http://graduate.bankstreet.edu/admissions-financial-aid/).

### TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant is a merit-based Federal Title IV program designed to encourage highly qualified teachers to serve in low-income schools in high-need fields. The TEACH Grant Program will provide up to \$4,000.00 per year (for up to \$8,000.00 total for graduate studies) in grants to students who plan to teach a high-need subject area full-time in schools that serve students from low-income families. Students who are enrolled in their second postbaccalaureate program are not eligible for the TEACH Grant. TEACH Grant recipients agree to teach for at least four years within eight

years of finishing their teacher preparation program.

If the student does not complete the four-year teaching obligation, the grant will convert to an unsubsidized loan, which the student will have to repay with interest calculated back to the date the funds were disbursed. The field the student teaches in must be a high-need field in the state where the student teaches in order to satisfy the service requirement.

As with all financial aid programs, students applying for the TEACH Grant must be in good academic standing, including making satisfactory progress toward their degree. Students must also maintain at least a 3.25 cumulative GPA. (For first year graduate students, their undergraduate cumulative GPA will be used.)

Students must complete and file (as with other financial aid) the Free Application for Federal Student Aid (FAFSA); be enrolled in coursework, or plan to complete coursework, toward a career in teaching in a high-need subject area; complete TEACH Grant counseling; and sign a TEACH Grant Agreement to serve each year he or she receives a TEACH Grant. Students should submit the application for the TEACH Grant (which can be downloaded from the website below) to the Office of Financial Aid. For more detailed information, please refer to our website at: [graduate.bankstreet.edu/admissions-financial-aid/tuition-financial-aid/](http://graduate.bankstreet.edu/admissions-financial-aid/tuition-financial-aid/).

### Federal Work-Study Program

The Federal Work-Study (FWS) 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 at least half-time (5 credits in the Summer Long, Fall, or Spring semesters, or 2 credits in either the Summer 1 or Summer 2 term) and are interested in FWS positions must submit a written request for consideration to the Office of Financial Aid. The current compensation for FWS positions is \$27 per hour.

### 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 website at [graduate.bankstreet.edu/admissions-financial-aid/](http://graduate.bankstreet.edu/admissions-financial-aid/).

Students may be employed as research/project assistants or in other offices within the College. Students who are interested in part-time employment are encouraged to re-

view job announcements on the Office of Human Resources webpage. Private tutoring position listings are available to matriculated students via the online job opportunities promulgated by the Office of Career Services.

#### **Title IV Loan (Employees) School Code of Conduct**

Bank Street College of Education, as a participant in federal loan programs, is required to develop, administer, and enforce a financial aid code of conduct applicable to the College's officers, employees, and agents. The code of conduct requirements are set forth in the Higher Education Opportunity Act (HEOA) signed into law on August 14, 2008. Bank Street College of Education's Code of Conduct Related to Student Loan Activities fulfills these requirements and applies to certain transactions and activities related to student lending and financial aid matters. Furthermore, Bank Street College of Education also adheres to the Student Lending, Accountability, Transparency and Enforcement (SLATE) Act under New York State law, which applies not only to the College's officers, employees, and trustees, but also to the College's agents and contractors.

In addition, the financial aid professional at Bank Street College of Education is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government-sponsored, -subsidized, or -regulated activity.

**Revenue Sharing Prohibition**—Bank Street College of Education employees are prohibited from receiving anything of value from any lending institution in exchange for any advantage sought by the lending institution.

**Gift and Trip Prohibition**—Bank Street College of Education employees are prohibited from taking anything of more than nominal value from any lending institution. This includes a prohibition on trips paid for by lenders for financial aid officers and other college officials.

**Advisory Board Compensation Rules**—Bank Street College of Education employees are prohibited from receiving anything of value for serving on the advisory board of any lending institution.

**Staffing Assistance/Call-Center Prohibition**—Bank Street College of Education employees are prohibited from accepting from any lender any assistance with call-center staffing or financial aid office staffing, except that a lender may provide professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

**Consulting/Contracting Arrangement Prohibition**—Bank Street College of Education employees are prohibited from accepting from any lender or affiliate of any lender any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.

**Assigning of Lender to First-Time Borrower Prohibition**—Bank Street College of Education Office of Financial Aid will not, for any first-time borrowers, assign, through award packaging or other methods, the borrower's loan to a particular lender or refuse to certify, or delay certification of, any loan based on the borrower's selection of a particular lender or guaranty agency.

**Preferred Lender Lists**—If Bank Street College of Education uses a preferred lender list, the following standards shall be observed and maintained:

1. A preferred lender list, if offered, will be based solely on the best interests of the students who may use the list, without regard to the financial interests of Bank Street College of Education.
2. A preferred lender list, if offered, will have at least three (3) or more unaffiliated lenders.
3. A preferred lender list, if offered, will clearly and fully disclose the criteria and process used by Bank Street College of Education to select the lenders on the list. Students will be told that they have the right and ability to select the lender of their choice regardless of the preferred lender list.
4. Lenders listed on a preferred lender list, if offered, must first disclose if they have any agreement to sell their loans to another lender. No lender will be listed if the lender bargains to be on the list with respect to a certain type of loan by providing benefits to Bank Street College of Education with respect to another type of loan.
5. A preferred lender list, if offered, will provide comparative information on borrower benefits offered by all lenders, including, but not limited to, lenders' interest rates and loan terms and conditions.
6. Bank Street College of Education will endeavor to select lenders with the best borrower benefits, including, but not limited to, lenders' interest rates and loan terms and conditions, for its preferred lender list, if offered.
7. Bank Street College of Education will annually update its preferred lender list, if offered.
8. Bank Street College of Education will not be involved with any lender who undertakes philanthropic activities in exchange for federal student loan applications, volume, or placement on a school's preferred lender list.

#### **Incentive Compensation**

Bank Street College of Education under statutory language will not provide a commission, bonus, or other



incentive payment based in any part, directly or indirectly, on success in securing enrollments or financial aid to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding awarding Title IV funds.

In addition, Bank Street College of Education is prohibited from making adjustments to compensation for any employee engaged in any student recruiting or admission activities or in making decisions regarding awarding financial aid.

An annual adjustment in a calendar year is acceptable if the institution (Bank Street College of Education) can document that said adjustment is not based upon enrollments.

Multiple adjustments in a calendar year are considered to have been made based upon success in securing enrollments or awarding financial aid if those adjustments create compensation based in any part, directly or indirectly, on securing enrollment or awarding financial aid.

Bank Street College of Education, its contractors, and other entities may make acceptable compensation in the form of profit-sharing payments so long as such payments are not provided to any person who is engaged in student recruitment or admission activity or in making decisions regarding the award of Title IV funds.

Commission, bonus, or other incentive payment is defined as a sum of money or something of value, other than a fixed salary or wages, paid or given to a person or entity for services rendered.

Enrollment is defined as admission or matriculation of a student into an eligible institution.

Securing enrollment or the award of financial aid is defined as activities a person/entity engages in at any point in time through completion of an educational program for the purpose of admission or matriculation of students for any period of time or the award of financial aid to students.

Entity/person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid means any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards Title IV funds, any person who undertakes recruiting or admitting of students or who makes decisions about and awards Title IV funds, and any higher-level employee with responsibility for recruitment or admission of

students or for making decisions about awarding Title IV funds.

### **Misrepresentation**

Bank Street College of Education is prohibited under federal regulations from making any false, erroneous, or misleading statement directly or indirectly to a student, prospective student, member of the public, accrediting agency, state agency, or the Department of Education.

Misleading statements include any statement that has the likelihood or tendency to deceive or confuse. A statement is any communication made in writing, visually, orally, or through other means. This includes student testimonials given under duress or because such testimonial was required to participate in a program.

Federal regulations further provide that substantial misrepresentation is any misrepresentation on which the person to whom it was made could reasonably be expected to rely, or has reasonably relied, to that person's detriment.

The regulations regarding misrepresentation describe misrepresentation with respect to:

- Nature of the education program
- Nature of financial charges
- Employability of graduates
- Relationship with the Department of Education. A Title IV eligible school may not describe its participation in a way that suggests approval or endorsement by the Department of Education of the quality of its educational programs.

# Registration

Kristin Paintal, *Chief Enrollment Officer and Registrar*  
Mia Gillespie, *Student Services Advisor*  
Adrienne King, *Student Services Advisor*

## Matriculated Student Registration

Registration takes place online via the College's Online Registration system during the official Registration period prior to each term. Matriculated students will be notified via email of the schedule of classes being published, registration dates, and registration policies. New students are able to register no earlier than one week after registration begins for continuing students. Students in cohort programs and other specific programs are registered for their classes by their Student Services Advisor. Students will be notified of their registration and are expected to adhere to the academic calendar and registration policies regarding their class enrollment. Students with prior holds that restrict registration will not be registered for classes. Students will be notified if they were not registered for classes.

Students are encouraged to meet with their advisor or program director and consult their program plan prior to registering 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 classes. Students are notified of outstanding balances and will have a registration hold placed on their account, disabling the student from registering for classes.

Matriculated students should consult the Registration webpage through the Office of Student Services at [graduate.bankstreet.edu/student-services-support/](https://graduate.bankstreet.edu/student-services-support/), and also on, myBankStreetConnect (myBSC), where online registration occurs.

Registration and Add/Drop registration times are available at <https://graduate.bankstreet.edu/academics/academic-calendar/>. During registration, students are able to adjust their schedule without tuition and fees being charged.

Students may only participate in courses they are registered for and are not authorized to attend classes in which they are not registered.

## Non-matriculated Student Registration

Non-matriculated students are individuals wishing to take courses at Bank Street without being enrolled in an advanced certificate or degree program. Interested students must have an earned bachelor's degree in order to enroll as a non-matriculated student. Non-matriculated registration begins two weeks prior to the start of each semester and classes are subject to availability and eligibility for non-matriculated registration. Non-matriculated

Niurka Jimenez-Jailall, *Student Services Advisor*  
Bettina Tillman, *Student Services Advisor*  
Ali Piotrkowski, *Student Services Advisor/Online Success Coach*

students are eligible to register for a total of 6 (six) credits. Non-matriculated students are not eligible for scholarship or financial aid. Non-matriculated students must adhere to Bank Street policies, such as immunization policies, code of conduct, and registration policies. Non-matriculated students are expected to utilize their personal email during their attendance at Bank Street. Non-matriculated students may request a Student ID.

## Late Registration, Add/Drop, and Withdrawal from Courses

The academic calendar specifies the dates for Registration, Add/Drop periods, and deadlines to withdraw from courses each term. Students who wish to add a course, adjust their schedule, or change from one section to another of the same course, must do so before the day of the second class session. It is the policy of the College that any class must be officially dropped online by 10:00 PM the last day of the Add/Drop period in order for a full tuition refund to apply. Registration fees are nonrefundable.

After the Add/Drop period, students can no longer drop a course from their record. However, up until the midpoint of each term (see Academic Calendar for specific dates), they may request a grade of Withdrawal from a course or courses. This option retains the course on the student's transcript and records a grade of Withdrawal (WD). The form to be filed for course withdrawal is available in the Office of Student Services and also on [graduate.bankstreet.edu/student-services-support/](https://graduate.bankstreet.edu/student-services-support/). Students may not withdraw from the Integrative Master's Project (IMP).

After a student has registered, they are accountable for the completion of this work unless a request to drop or withdraw from the course(s) is submitted to the Office of Student Services in writing, using the appropriate form when applicable. Students who have registered for a course, and then stop attending without either formally dropping 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.

Tuition and fees must be paid in full by the billing due date each term. Please see Billing and Payment for all costs associated with attendance.

## Exceptions to Enrollment Policy

Students are responsible for the management of their academic careers. They are expected to familiarize

themselves with the catalogs and to remain informed on all published degree requirements, registration policies, and deadlines as outlined in the academic calendar. Failure to do so does not provide a basis for exceptions to academic requirements or policies.

However, Bank Street Graduate School of Education will consider the following Exceptions to Enrollment Policy: 1) Late drop without a “W” notation, 2) Late drop with a “W” notation, 2) Late cancellation of entire term without a “W” notation, 4) Late cancellation of entire term with a “W” notation, and 5) Late Add to a course(s) after the add/drop date. These exceptions to enrollment must be due to an extenuating and unpredictable circumstance, causing a disruption in the student’s ability to enroll/unroll by the published deadlines. Each exception will be reviewed on a case by case basis by the Registrar, in consultation with the Academic Standing Committee and/or Department Chairs. Students interested in requesting an exception should reach out to a representative from Student Services to begin the process. Documentation to support the request of the exception is required. Any approved exception will incur a Late Add/Drop fee of \$15. The student will be responsible for the tuition and fees associated with the class as outlined in the registration policies.

### 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.

All students should consult the Academic Calendar and the Course Schedule, both of which are available on the Academics section of the website at [graduate.bankstreet.edu](http://graduate.bankstreet.edu), for schedule and calendar updates.

## Billing and Payment

Dave Boyce, Bursar, Office of Billing Services  
212-961-3369; [bursar@bankstreet.edu](mailto:bursar@bankstreet.edu)

### Tuition and Fees

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

Application fee (nonrefundable)	\$65
Tuition for each course credit	\$1,814
Tuition for Supervised Fieldwork/ Advisement per credit	\$1,814
Enrollment Fee (nonrefundable):	\$250
Registration fees per term (nonrefundable):	
1 credit or more	\$200
Drop fee	\$15
Exception To Enrollment (Late Add/Drop) fee	\$15

Transcript request (plus processing fee)	\$7
Each copy added to request (plus processing fee)	\$2
Institutional Assessment Fee (nonrefundable)	\$200
Integrative Master’s Project fee*	\$750
Independent Study extension fee	\$100
<i>(Students who do not complete the Independent Study within one year will be charged an additional \$100.)</i>	
Progressive Leadership Portfolio fee	\$100
Matriculation Maintenance Fee	\$50
New York State Internship Certification fee per semester (if enrolled in SFW/A)	\$100
New York State Internship Certification fee per semester (if not enrolled in SFW/A)	\$500
ID card replacement fee	\$10
Diploma Reorder	\$25
Electronic Diploma	\$15.95
Returned check fee	\$20

\*Fee is charged each time a student enrolls in a semester-based IMP.

### Payment of Tuition and Fees

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

#### Fall, Spring, and Summer Long Semesters

**Full Payment.** Tuition and fees must be paid in full by the billing due date each term with check, money order, VISA or MasterCard, electronic check, or valid courtesy course voucher.

**Deferred Payment Plan.** During the fall and spring terms only, total tuition and fees may be paid in four equal installments, and in three installments for the Summer Long term. Due to the shortened time frame, there are no deferred payment plans available for Summer 1 and Summer 2 terms. There is a \$20 (per semester) processing fee, but there are no finance charges when payments are received by the Business Office in accordance with the stated schedule. The deferred payment schedule is updated each applicable semester. To sign up for the deferred payment plan, please visit the Billing and Financial Information Page on myBSC.

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 by the due date. A \$20 fee will be assessed on all returned checks. 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.

Students receive billing notices and notifications to their Bank Street email after add/drop of each term in which they are registered, in advance of the billing due date. Those on a deferred payment plan receive reminders a week before each installment is due.



## Summer 1 and Summer 2 Sessions

**Full Payment.** Tuition and fees must be paid in full by the billing due date each term with check, money order, VISA or MasterCard, electronic check, or valid courtesy course voucher.

There is no deferred payment plan available for summer 1 and summer 2 sessions. (An exception to this is made for the first year of the Math Leadership summer degree program, for which a deferred payment plan is available. Contact the director for details.)

## Estimated Expenses

**Tuition costs vary according to the time and number of credits required for program completion. During the 2023–2024 fiscal year, tuition is \$1,814 per credit or \$81,630 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 144). 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 2023–2024 nine-month academic period:**

Tuition (18 credits)	\$32,652
Books and Fees	\$ 1,300
Living Expenses	\$17,843

## Refund Policy/Liability for Tuition and Fees

Students are liable for the full cost of the courses and supervised fieldwork for which they have registered. Courses dropped by the last day of the Add/Drop period will not incur tuition charges (fees are non-refundable). Students remain fully liable for courses and supervised fieldwork on their schedules at the end of Add/Drop. Liability is the same for students who opt for the deferred payment plan as it is for those who pay in full at registration.

Students who withdraw from courses by the withdrawal deadline (see Academic Calendar for specific date by term) will be responsible for 100% of tuition plus registration fees.

Students wishing to appeal the refund policy must send their request in writing to the Refund Policy Committee (RPC) by email [rpc@bankstreet.edu](mailto:rpc@bankstreet.edu). The Committee will review students' requests and gather information from all involved parties. The RPC will make a decision and share it with the student. The decision of the Refund Policy Committee is final.

Financial aid recipients may be eligible for a refund amount calculated according to federal financial aid regulations.

# Graduate School Policies

## Graduate School Administration

- **Amy Stuart Wells** | *Dean*
- **Valentine Burr** | *Associate Dean and Interim Title IX Coordinator*
- **Jessica Charles** | *Associate Dean*
- **Kristin Paintal** | *Chief Enrollment Officer and Registrar*
- **Jessica Wontropski** | *Interim Chair, Teaching and Learning Department*
- **Lydia Colón Bomani** | *Chair, Leadership Department*
- **Kim McLeveighn** | *Director, Student Learning Support*
- **Ann Cox** | *Assistant Dean for Institutional Data, Assessment, and Certification*

*Note the following information applies to both on campus and online students, unless otherwise noted. All communications will come through your Bank Street email address.*

## Matriculated Enrollment

### Confirming Enrollment/Beginning Matriculation

Once an applicant is admitted into a program, the applicant must confirm intent to enroll by submitting the New Student Enrollment Form and the nonrefundable \$250 enrollment fee.

Confirmed students become matriculated students by registering for courses. Once a student matriculates, the student has five years to complete the program.

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), the student must notify the faculty contact person identified in the admissions letter.

Once a student confirms enrollment, they will be provided a Bank Street email address. Students are expected to use this email address for all Bank Street correspondence, and this address will be used for all notifications sent to students from Bank Street.

### Deferring Enrollment

Individuals who have been accepted into a program, but who wish to postpone their matriculation, should contact the Office of Graduate Admissions to request a deferral of up to one year. Once a deferral is approved, the applicant will need to submit the New Student Enrollment Form and the nonrefundable \$250 enrollment fee to hold the applicant's seat. It is also important that students notify the Office of Graduate Admissions and their Director if they plan to change the year in which they 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.

### **Matriculation Maintenance**

All students must register each term to be in continuous attendance at the graduate school. If a student must interrupt their studies for any term, we strongly encourage them to take a leave of absence (see page 135). Students not enrolled in courses (including Supervised Fieldwork, Integrative Master's Project, or a State-Mandated Training) in the fall and/or spring who need to maintain matriculation and have not taken a leave of absence, are required to register for matriculation maintenance, MMNT500, and pay a \$50 fee. Students should register and pay this fee during the fall and/or spring semester(s) of absence. Matriculated students who fail to register for MMNT500 will be at risk for administrative withdrawal per the guidelines of the administrative withdrawal policy. In the semester in which the degree is to be awarded, students must be either registered in courses or matriculation maintenance (MMNT500). Students graduating in the summer term must be enrolled in courses or matriculation maintenance (MMNT500).

Course enrollment or matriculation maintenance is NOT required for summer term, unless the student is graduating in the summer term.

Students can be registered for matriculation maintenance for up to two consecutive fall and spring terms. After that, if the student does not take an official leave (see page 135) or register for courses, they will be administratively withdrawn from their program. If a student is withdrawn and wishes to return to their studies, they will be required to reapply (see page 120).

All students must adhere to the five year matriculation timeframe (see section on Enrollment Status/Timetable for Completing Degree Requirements).

### **Program Plans**

Students in non-cohort programs will receive an initial program plan from their program director at the time of matriculation. Students must follow this plan. It may be possible to make changes to a program plan but all changes must be discussed with and approved by the student's program director or supervised fieldwork advisor. If students do not follow the plan as outlined, Bank Street cannot guarantee that students will be able to graduate as initially planned and student eligibility for financial aid may be jeopardized.

Students in cohort programs, including but not limited to residency programs, Early Childhood Advanced Standing, Child Life, the Online Early Childhood and Childhood

Special Education programs, and all of the leadership programs, must follow the sequence of their cohort. Should students need to interrupt their cohort sequence, the student must contact their program director. Program directors will work individually with students to adjust their program plan. Bank Street cannot guarantee, however, that students who interrupt their sequence will be able to graduate as scheduled and student eligibility for financial aid may be jeopardized.

### **Satisfactory Academic Achievement**

There are three academic standards to which every student must adhere in order to remain in good academic standing and to maintain eligibility for financial aid programs:

1. Students must achieve and maintain a minimum of a B (3.0) cumulative grade point average. Students whose cumulative grade point average falls below 3.0 will be placed on academic probation.
2. Students must comply with the Graduate School's standard of Satisfactory Academic Progress (see page 134). This means that students must progress toward their degrees at a pace sufficient to complete all degree requirements within a five-year time frame.
3. Students must maintain satisfactory work in the supervised fieldwork setting, as assessed by the advisor and/or site supervisor.

Students who do not remain in good academic standing may be placed on probation and/or be subject to academic dismissal.

### **Academic Warning**

All graduate students are expected to maintain a minimum cumulative GPA of 3.0 during their entire course of study. Failure to do so may result in academic dismissal. After each grading period, the registrar reviews students' records to determine each student's academic standing. Any student whose cumulative GPA falls below 3.0 will be notified, along with their program director, of their risk of academic probation. At that time, students will be required to meet with their program director to develop a written plan to maintain good academic standing.

### **Academic Probation and Plan of Study**

After each grading period, the registrar reviews students' records to determine each student's academic standing. Any student whose cumulative GPA falls below 3.0 and has already received an academic warning, will be placed on probation and be barred from registration for the following term. After being placed on probation, a student must petition to the Academic Standing Committee, requesting to reinstate enrollment. This petition must include a plan of study that outlines a strategy to obtain and maintain a cumulative GPA of 3.0. After being placed on probation, students must complete all courses (i.e., receive no grades of incomplete) and achieve a semester GPA of at least a B (3.0). Students must also

adhere to the recommendations of the Academic Standing Committee. Should a student need to decrease their credit load and/or withdrawal from all courses, the College's standard policy on refunds apply.

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 cannot graduate until the 3.0 is achieved. If a student completes degree requirements, but does not have a 3.0 GPA, the student must continue taking courses until a 3.0 is reached. In these instances, the Committee on Academic Standing will review the student's progress.

### Satisfactory Work in Supervised Fieldwork/ Advisement (SFW/A)

The College reserves the right to determine when (and whether) a student may begin SFW/A. For most programs, students begin fieldwork in the fall, and normally receive the grade of IP (In Progress) for the first semester of SFW/A; at the end of the next semester, the grade for both semesters of SFW/A is converted to P (Pass) or NP (No Pass). In most leadership programs, students typically complete two years of field supervision. If the student does not achieve satisfactory work in the SFW/A setting during any term the student is enrolled in SFW/A, the advisor may award a grade of NP. Whenever a grade of NP is awarded for supervised fieldwork, the student is academically dismissed. Students may request to receive a final grade at the end of each semester of SFW/A.

If a student wishes to appeal a dismissal due to a grade of NP in SFW/A, the student will follow the Due Process Procedures. The Dean will convene an Individual Review Committee (see page 139), which will review the circumstances and report its findings to the Dean. The Dean makes the final decision concerning student dismissal or reinstatement and no further appeals will be considered.

The College also reserves the right to end a student's fieldwork experience during a term if, in the advisor's and/or site supervisor's assessment, the student's performance is deemed inadequate and/or inappropriate in the setting. In some instances, after the completion of fieldwork credits as required by the program, the advisor and program director may require that additional fieldwork is completed. Students in these circumstances need to register and pay for additional fieldwork credits. Credit for completion of all fieldwork experiences may be withheld until the additional term(s) of fieldwork is successfully completed.

Students who enroll in fieldwork, but who do not complete the full requirement as designed, must return to and complete their fieldwork requirement within one year of the interrupted term or begin the fieldwork experience in its entirety again. For single semester fieldwork programs

that are interrupted, the students have until the following year to re-register for fieldwork (fall disrupted fieldwork must re-registered for by the following fall, etc.).

### Grading Policy

Grades are defined as follows (*NV denotes Neutral Value*):  
Value in Calculation of Grade Point Average

A	Excellent ( <i>no A+ may be awarded</i> )	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 ( <i>appears prior to grade entry for the term</i> )	NV
P	Pass: Awarded (only) for Supervised Fieldwork/ Student Teaching/Advisement; selected seminars and practical museum leadership courses; and selected one-credit courses	NV
IN	Incomplete ( <i>An IN can become an NC [No Credit]</i> )*	NV
IA	IMP Attempted: IMP work attempted, but has not been sufficiently completed.	NV
IP	In Progress: Recorded at the end of the first semester of selected full-year courses and for year-long SFW/A. The IP grade is changed after completion of the full year's work to a Pass or No	NV
Pass		
SP	Satisfactory Progress for Independent Study	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. In some instances this is used for CPS courses.	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 must be submitted by a specific deadline which is no later than the midpoint of each term ( <i>see Academic Calendar for pertinent dates</i> )	NV
WDA	Administrative Withdrawal: This grade may be awarded in special circumstances at the discretion of the Administration of the Graduate School.	NV
WV	Waived: Indicates that student does not have to take the designated course to meet degree requirements	NV
AT	Attended: Awarded for Continuing Professional Studies courses taken not-for-credit; State Mandated Trainings and for the NYS internship	NV
NT	Not Attended: awarded for Continuing Professional Studies courses taken not-for-credit; State Mandated Trainings; for the NYS internship; and for IMP work not attempted	NV



\* If a grade of IN is not updated by the due date, the grade is changed to NC (No Credit).

Auditing courses is not permitted, and there is no grade of Audit offered by the Graduate School. Students are graded for courses in which they are registered for by the end of Add/Drop.

Changes of grade must be signed by the instructor before being submitted to the office of student services for processing. All requests for change of grade must be made within one calendar year from which the grade was due, as outlined in the academic calendar. Changes of Grades may not be submitted that circumvent the policies administered by the Committee for Academic Standing. Requests for changes of grade after one year must be made to the Academic Standing Committee. The committee will issue a final decision to the student and the faculty member. If the student wishes to grieve the decision of the committee, they would appeal to the Dean of the Graduate School who would convene an Individual Review Committee (IRC) to review the case. For more information, the committee can be contacted at [asc@bankstreet.edu](mailto:asc@bankstreet.edu)

Changes of grades do not apply to Integrative Master's Projects. We reserve the right update the grading policy.

All grades in Integrative Master's Projects are considered final and do not fall within the change of grade policy.

### **Grade Reports/Transcripts**

Student grades are posted on myBankStreetConnect (myBSC) approximately three weeks after the end of each semester. Requests for official transcripts are generally processed within 1-3 working days after receipt of a request. Each transcript costs \$7 per copy as well as additional processing fees. Each additional transcript per order is \$2. Official transcripts are available for electronic and paper delivery. For full instructions on how to order a transcript, visit <https://graduate.bankstreet.edu/student-services-support/registrar/transcripts/>. Students are able to access their unofficial transcript on myBankStreetConnect (myBSC).

### **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 Office of Student Services. The Registrar, in the Office of Student Services 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 College Registrar and/or Office of Student Services. For additional information concerning FERPA, please see the Appendix, page 154.

### **Status Changes for Matriculated Students and Interruptions in Study**

#### **Leave of Absence**

In the event a student needs to interrupt their program of study, they must request a formal leave of absence by completing a Leave of Absence form, available online through the Student Services Forms webpage. The Leave of Absence stops the clock on matriculation and gives students more time to complete their degree.

Students must obtain written approval from their program director and the request is reviewed by the Office of Student Services. Once the form is processed, the student is notified in writing confirming the leave. Additional college representatives may be included in the notification.

Leaves of absence may be granted for up to one year. A date for the student's anticipated return to the program must be established and recorded. Prior to registration beginning for the term in which the leave of absence is set to end, the student will be contacted by a representative from the College to inquire on the student's intent to return. Students must either register before the end of the registration period or petition for an extension to their Leave of Absence. Should a student not register or petition for an extension, they risk being administratively withdrawn from the College.

Should a student petition for an extension to their Leave of Absence, the petition should be for an extenuating circumstance. The student will contact the Academic Standing Committee at [asc@bankstreet.edu](mailto:asc@bankstreet.edu) explaining why they are unable to return to their studies. The committee will review the reasons for the additional time and the student's plan, which was created with their advisor, to return to the College. The committee may grant one additional year of Leave to begin the day after the original date of return. No extensions beyond a total of two years for a Leave of Absence is permitted. Should a student not register for classes by the end of add/drop for the term in which their extension of a Leave of Absence ends, the student could be administratively withdrawn from the College.

Should a student be administratively withdrawn from the College, and wish to return to the college, must

contact the Office of Graduate Admissions and adhere to the readmission policies. When students resume matriculation, they may be required to complete more

coursework based on current program requirements.

### **Emergency Leave of Absence**

In the event a student needs to temporarily stop attending ALL courses and fieldwork and interrupt their program of study must request a formal Emergency Leave of Absence; the form is available online through the Student Services Forms webpage. In addition to completing the Emergency Leave of Absence form, a student must also submit supporting documentation to accompany the nature of the request. Examples of emergency leaves of absences include, but are not limited: medical emergency(ies) of the student or dependent, mental health emergencies, military or employment changes. Documentation required for an emergency leave of absence is subject to the type of emergency. The College reserves the right to require students to provide documentation from necessary third parties to attest to the emergency and the timing in which a student can resume studies.

The registrar will review the request and request additional documentation, if needed. Once reviewed, the registrar will notify the student, in writing, of the approval or denial of the emergency leave. The registrar will also inform the student's Department Chair, Program Director, Advisor (if applicable), and Student Services Advisor of the decision, and coordinate an emergency withdrawal from affected coursework and/or fieldwork currently in progress. If applicable, the Student Services Advisor will contact the Billing Office and/or Financial Aid Office if a refund of tuition paid for the term, or a reversal of tuition charges are in order (registration fees are always non-refundable), or if a return of financial aid offer must be processed. An emergency leave of absence may extend the student's matriculation period by the length of time the leave is in effect. When students are ready and able to resume matriculation, they should contact their Student Services Advisor or Program Director.

Forms and supporting documentation must be submitted in full to the Student Services Advisor by the last day of the term. Students may not retroactively apply for an emergency leave of absence. Once the Emergency Leave of Absence Form is approved, the student will be assigned grade(s) of WDA to the appropriate course(s).

Emergency Leaves of absence may be granted for up to one year. Prior to registration beginning for the term in which the emergency leave of absence is set to end, the student will be contacted by a representative from the College to inquire on the student's intent to return. Students must either register before the end of the registration period or petition for an extension to their Emer-

gency Leave of Absence. Should a student not register or petition for an extension, they risk being administratively withdrawn from the College.

Should a student petition for an extension to their Emergency Leave of Absence, the petition should be for an extenuating circumstance. The student will contact the Academic Standing Committee at [asc@bankstreet.edu](mailto:asc@bankstreet.edu) explaining why they are unable to return to their studies. The committee will review the reasons for the additional time and the student's plan, which was created with their advisor, to return to the College. The committee may grant one additional year of Leave to begin the day after the original date of return. No extensions beyond a total of two years for a Leave of Absence is permitted. Should a student not register for classes by the end of add/drop for the term in which their extension of a Leave of Absence ends, the student will be administratively withdrawn from the College.

Should a student be administratively withdrawn from the College, and wish to return to the college, must contact the Office of Graduate Admissions and adhere to the readmission policies. When students resume matriculation, they may be required to complete more coursework based on current program requirements.

### **Emergency Withdrawal from a Course(s) or Supervised Fieldwork**

There may be times that students are advised by medical, health care, and/or other professionals to withdraw from only some portion of their course and/or fieldwork in a given semester. If students remain enrolled in at least one course or supervised fieldwork, they do not need to apply for a full emergency leave of absence, but can instead apply for an emergency withdrawal from the affected course(s) or supervised fieldwork. If students must withdraw from all of their courses in a given term for medical reasons, they should follow the process outlined above in the section on Emergency Leave of Absence.

To apply for emergency withdrawal from a course(s) or supervised fieldwork, students will need to fill out the Emergency Withdrawal from a Course or Supervised Fieldwork form and submit it with documentation from a medical, health care, and/or other professional that has recommended the emergency withdrawal. The College reserves the right to request additional documentation to support the request of the emergency withdrawal. If a student is a financial aid recipient, the student should contact their student services advisor to inquire about the impact of a medical withdrawal.

Once the completed documentation and Emergency Withdrawal from a Course or Supervised Fieldwork form are submitted to the Office of Student Services, and approved, a grade of WDA will be assigned to the appropriate course(s). Students may not retroactively apply for

an emergency withdrawal from course(s). If applicable, the Student Services Advisor will contact the Billing Office and/or Financial Aid Office if a refund of tuition paid for the term, or a reversal of tuition charges are in order (registration fees are always non-refundable), or a return of financial aid offer must be processed.

### Withdrawal and Readmission

If matriculated students choose to withdraw formally from their graduate program before completing a degree, they should fill out a Withdrawal from College form available online through the Student Services Forms webpage. They are then no longer considered active matriculated students. If students have withdrawn and subsequently wish to return to their program, they must contact the Office of Graduate Admissions and complete a process of readmission. 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.

Students who do not enroll for two consecutive semesters, i.e., fall and spring only, and who do not file appropriate paperwork requesting a leave of absence or withdrawal from the college risk administrative withdrawal. Students must either register before the end of the registration period, request a leave, or withdraw from the College. Failure to do so will result in the student being administratively withdrawn from the College.

Students who wish to return after being withdrawn must apply for readmission by contacting the Office of Graduate Admissions. Matriculated students who need to interrupt their studies, but who expect to resume their work toward the degree, should contact the Office of Student Services and follow procedures to take a leave of absence (see page 135).

### Changing Degree Programs

Students can request a one-time degree program change during their time of matriculation at Bank Street. Students who wish to change their degree program within the College must download a Change of Degree Program Form from the Student Services Forms webpage. The change must be approved by their Program Director and students must have met necessary prerequisites for the new program to be eligible for a program change. It is not possible to transfer into all programs. For example, it is often not possible to transfer from a non-cohort to a cohort program. Students transferring from one program to another may also need to take additional coursework, fieldwork, and/or prerequisites to fulfill all the requirements for the degree in the program to which they have transferred. In instances where a student would like coursework from the old program to count in

the new program, they will need to seek course waivers. Should a change of degree program be approved, students are expected to follow the academic requirements that align to the current year in which the change took place. In addition, coursework completed at Bank Street is eligible to meet degree requirements for up to eight years. Courses older than eight years must be repeated to be eligible for a new degree program.

### Enrollment Status/Timetable for Completing Degree Requirements

The length of time students take to complete their degrees and/or certificate-only programs varies depending on individual circumstances and/or program; however, all students are expected to complete the degree requirements and/or certificate program within five years of the program start.

Prior to registration beginning for the term in which the five year matriculation will expire, the student will be contacted by a representative from the College to inquire on the student's intent to enroll. Students must either register before the end of the registration period and petition to the Academic Standing Committee for additional time to complete their degree, request a leave, or withdraw from the College. Failure to do so will result in the student being administratively withdrawn from the College at the end of add/drop for the term.

Students interested in continuing with their degree program after 5-years of matriculation must apply directly to the Academic Standing Committee for permission to continue working toward their degree. The committee will determine whether or not additional time will be granted. In the event that there have been significant program changes, additional coursework may be required to ensure that a student's study is sufficiently current to warrant the awarding of a degree. If additional time is not granted, the student will need to apply for readmission.

### Satisfactory Academic Progress toward the Degree (SAP)

Students must make satisfactory progress toward their degree in order to be considered in good academic standing and to maintain eligibility for financial aid programs. Students must maintain a cumulative GPA of at least 3.0 and complete 67.7% of classes attempted. Additionally, 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, students must earn credits toward their degree according to the following schedule:

<i>30- to 46-Credit Programs (minimum credits earned)</i>					
Year:	1	2	3	4	5
Credits:	4	13	25	35	36-46
<i>47- to 58-Credit Programs (minimum credits earned)</i>					



Year:	1	2	3	4	5
Credits:	4	13	25	46	47–58

A student's complete academic record will be reviewed annually by their student services advisor (generally in July) to see if the student is meeting each of the above standards of progress. All courses successfully completed count toward progress, and all terms are counted regardless of whether financial aid was received.

In measuring satisfactory academic progress, certain courses and situations will be treated in the following ways:

### **1. Withdrawals**

Withdrawals recorded on the student's permanent record will not count toward credits completed/earned and could adversely affect the student's ability to meet the satisfactory progress standards. Changes to the student's enrollment record caused by retroactive "non-punitive" administrative withdrawal activity can result in the student having to repay the financial aid that the student received that semester/term.

### **2. Incomplete Grades**

Students are expected to complete the work for a course by the end of the term in which it is taken. If a student is unable to finish assignments within the term, the student may request a grade of Incomplete (IN) and additional time to complete the coursework. Incompletes are granted at the discretion of the instructor and are only considered if the student has done satisfactory work up to that point. Students must request an Incomplete before the end of the semester in which they are enrolled in a course. If a grade of Incomplete is granted, the student must complete all requirements of the course on either **May 15 of the following term for a fall semester course, or December 15 of the following term for a spring or summer course.** If the work is not completed by the due date, the grade is changed to NC (No Credit). Upon successful completion of the work, the instructor of the course must submit an official change of grade form and adhere to the change of grade policy. 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 course instructor involved, will decide whether any additional time—not to exceed the subsequent semester—will be granted.

The student's cumulative record of credits includes any course in which the student receives a grade of Incomplete and the course cannot be counted in the student's completed/earned credits until the student has received a successful completion grade. A grade of Incomplete could keep a student from achieving satisfactory academic progress. Within a semester/term, the recording of a successful completion grade that brings the student's accumulated credits up to the satisfactory

progress standard will restore the student's eligibility for financial aid for this and subsequent semesters/terms within the academic year. Students should bear in mind that excessive incompletes may interfere with satisfactory progress toward their degree and jeopardize their academic standing.

### **3. Repeated Courses**

Students are allowed to repeat a course by registering and paying the tuition. Both the original attempt at the course, as well as the repeat will exist on your transcript and will be factored into your GPA. The grade for the repeated course will not replace the original grade. Successfully completed repeated courses will be counted toward completed/earned credits. Students can attempt to complete a course twice. Students who wish to attempt a course for a third time must petition to the Committee for Academic Standing.

### **4. Waiving a Course Requirement**

Courses waived due to sufficient formal academic study in an area are not counted as completed/earned credits.

## **Treatment of Nonstandard Situations**

### **1. Readmitted Students**

Upon readmission after a period of non-enrollment, the student will be eligible for financial aid for terms in the academic year of readmission and will be monitored for continued eligibility against the appropriate year's satisfactory progress standards.

### **2. Transfer Students**

A transfer student will be treated as a new student for determining satisfactory academic progress; transfer credits accepted toward the degree will be counted as credits completed/earned. See Transfer Credit Policy on page 139.

### **3. Second-Degree Students**

A student enrolled for a second degree will be treated as a new student for determining satisfactory academic progress; the credits accepted toward the second degree will be counted as credits completed/earned.

### **4. Change of Major/Change of Degree**

If the student seeks and receives approval to change a major/program within the same degree or certificate program, or if the student begins pursuing a different degree without having earned the first degree, the student must complete the new academic program within the maximum time frame allowed (five years) from when the student began the original program, unless an exception is granted by the Satisfactory Academic Progress Committee. Coursework is eligible for a current program for up to eight years.

### **SAP Appeal/Probation**

If students fall beneath the standards required for their degree, then they may appeal to the Satisfactory Academic Progress Committee (SAP Committee) at [finaid@](mailto:finaid@)

bankstreet.edu to regain good standing and eligibility to receive financial aid, if applicable. The SAP Committee consists of the Director of Financial Aid, the Chief Enrollment Officer and Registrar, and the Chair of the Academic Standing Committee. The appeal will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, or changes in academic program. Also assessed is the students' capability for improving their academic record to again meet the standard of satisfactory academic progress. If students are in poor academic standing because they are not completing sufficient credits to make satisfactory progress toward the degree, then a requirement of the appeal will be that they must develop and follow a plan of study as outlined in the "Academic Warning and Probation and Plan of Study" section of the catalog. Students may be ineligible to register for additional credits until the specified plan has been implemented successfully. If the appeal is granted, students will be given a one-year probationary period to improve their academic record to meet the standards of satisfactory progress. There is no limit on the number of times students may follow this appeal procedure.

### **SAP Reinstatement**

If the student chooses not to appeal, or if the appeal is denied, then the student may regain eligibility for financial aid by taking an official Leave of Absence from Bank Street College for at least one year. Upon readmittance, the student may receive assistance for the terms of the academic year of readmittance and will be measured against the standard of satisfactory progress at the end of the annual review for continued eligibility.

### **Enrollment for Non-Degree Graduate Study**

Individuals holding bachelor's degrees from regionally accredited colleges and universities are welcome to register as non-degree students two weeks before the term begins. Students who wish to apply to Bank Street graduate degree programs should do so by the time they have completed six credits. Students interested in continuing a program at Bank Street College should consult with admissions and apply. The College reserves the right to withhold registration privileges from students who are attempting more than six credits without entering a degree program. Once accepted into a program, the matriculation clock begins following the first term of registration.

Credits earned as a non-matriculated student will only be counted toward a degree if they have been 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 Non-matriculated Students**

All students (non-matriculated 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 upload the completed Bank Street Student Immunization Report or equivalent documentation to myBankStreetConnect (myBSC).

In addition, all students planning to enroll in coursework are encouraged to present evidence of up-to-date COVID-19 vaccination and booster or documentation for an exemption prior to the first day of classes. Any vaccine accepted by NYC is acceptable. Evidence of vaccination or documentation for an exemption must be uploaded to your myBankStreetConnect (myBSC).

### **Attendance**

Students are expected to attend all classes, fieldwork placements, and conference groups, and participate in all online synchronous and asynchronous sessions. In the event of an absence the student should consult the syllabus for the attendance policy for that course. The student must inform the instructor and/or advisor, who may determine how the student can complete missed work. Students in fieldwork are also responsible for notifying the school or agency to which they are assigned any absences. Students are only able to attend classes in which they are registered for.

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

Matriculated students may file a request to transfer in up to three (3) graduate credits for the Advanced Certificate programs; or up to six (6) graduate credits for all other programs 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;
- credits were completed within eight years prior to student's matriculation at Bank Street.

Students must initiate any request for transfer credit via the Transfer of Credit form. To request the transfer credit(s) be honored at Bank Street, the student must secure approval from an advisor or Program Director, 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. Any petition for an exception to the transfer credit policy should be addressed to the appropriate Department Chair. The Department Chair will review

the request and consult with the Academic Standing Committee. The decision of the Committee is final. The Transfer Credit Request form is available online through the Student Services Forms webpage.

Students missing prerequisite course requirements at the time of admission may use undergraduate credits or designated graduate courses to meet their requirements. Graduate credits used to satisfy prerequisites may also be eligible to be used towards elective credits in their Bank Street degree program. With permission of the Director, transfer graduate credits are also eligible to be used to meet undergraduate requirements and elective credits. These credits are subject to the usual review for approval by the appropriate academic department at Bank Street. Students must complete undergraduate course requirements within one year of matriculation. Undergraduate courses are never accepted as transfer credits.

### Waiving or Substituting a Course

When a student has taken substantial coursework at Bank Street College or at another institution in a content area that is required for their academic program, they may be entitled to a course waiver. A course waiver must be approved by the program director, often in consultation with an instructor of the course from which the student seeks to be exempted. The student will be required to share a transcript and may be required to share a syllabus and assignments for courses taken outside of the College so that the program director can make a determination that a student has met programmatic and NYSED requirements. If the waiver request is approved, the student must replace the credits of the waived course with the same number of elective credits, to be determined in consultation with the program director or advisor. Once approved, the student must submit a completed "Recommendation for Waiver of Course Requirement" form to the Student Services Office. Students are not granted credit(s) for waived courses and will be required to meet the minimum number of required credits for their degree program. In addition, courses taken more than eight years from the current academic year are not eligible to be used as a waiver. Students who are seeking permission to transfer credits into their degree must see the guidance regarding transfer credits. Students are not granted credit(s) for waived courses and will be required to meet the minimum number of required credits for their degree program. Students who are seeking permission to transfer credits into their degree must see the guidance regarding transfer credits.

### Special Individualized Course

**Occasionally, a student may need an individualized study course to complete the requirements of their program. The program director and the department chair must approve individualized studies. Individualized studies are typically approved when:**

- **The College changed the schedule of when courses are offered and the student requires a course to successfully complete their degree requirements at a time when the course is not offered.**
- **The student has had documented emergency circumstances that have led to deviations from their program plan and requires a course to graduate at a time when the course is not offered.** disturbance of the peace for any member of the Bank Street College learning community;
- **Two required courses are offered on the same time and day and reorganizing the program plan is not possible.**
- **The student requires an elective credit and there are no appropriate electives, as determined by the chair and the program director, that meet the student's degree requirements.**

**To register for an individualized study course, the student must complete an Individualized Study Course Permission and Registration Form and submit it during the regularly scheduled registration period, and pay the tuition per credit.**

### Degree Conferral and Commencement Policies and Practices

Bank Street degrees are conferred four times a year, at the end of each term. Students must submit a Graduation Application (available online through the Student Services Forms webpage) by the deadlines published on the application, for the term they wish to graduate. Degrees are ceremonially conferred by the President of the College at an annual ceremony in May and administratively by the Office of Student Services once all degree requirements are complete.

Students who anticipate completing degree requirements in their entirety by the end of the summer 1 2023, summer 2 2023, summer long 2023, fall 2023, or spring 2024 term, and who have submitted a Graduation Application, are invited to participate in the annual spring commencement ceremony. Degree requirements include all course and fieldwork credits, the integrative master's requirement (if applicable), and any prerequisites and/or workshops as defined in the catalog published the year of the student's first term of enrollment and the individual letter of admission. All degree requirements must be completed or be in progress with expected completion by the end of the spring semester. A final degree audit will be completed in advance of the May commencement ceremony to ensure that all students are eligible to attend. Those with missing requirements will be notified. Should students wish to appeal their eligibility to attend the commencement ceremony, they will need to reach out to the Commencement Committee at [studentservices@bankstreet.edu](mailto:studentservices@bankstreet.edu). Students who complete requirements after the spring term are invited



to attend the following year's ceremony. Students must be currently enrolled in the semester of their degree conferral. To assure this requirement is met, students who are not enrolled in a course or courses must register for Matriculation Maintenance. See the section on Matriculation Maintenance (page 132). Students who apply for graduation and do not meet the requirements for degree conferral will have their application for graduation rolled to the next eligible term for degree completion, up to one year. If after one year of applying for graduation the student does not meet the requirement for degree conferral, the student will need to reapply for graduation and/or readmission as per the administrative withdrawal policy.

**Please note: All financial obligations must be fulfilled before a diploma or certificate is released, and diplomas will be withheld from any student who has an outstanding balance. Bank Street provides one paper copy of a diploma or certificate, which is mailed to the student. Bank Street is not responsible for lost and undeliverable mail. Any additional copies needed by a student are subject to the diploma reorder and electronic delivery fees. See Billing (page 131) for additional billing policies.**

### Code of Conduct and Professional and Academic Standards

Bank Street College of Education has a deep commitment to social justice and equity. We strive to create an anti-biased and anti-racist setting which supports the learning and growth of all of our community members. We provide a nurturing, progressive, educational environment as a model for the kind of practice we hope our graduate students will enact as professionals in school, healthcare, museum, and other settings to support the learning and development of all children, adults, and families.

We consider diverse domains of identity—including but not limited to—race, ethnicity, culture, class, gender, sexuality, religious/spiritual background and ability status as assets to individuals and to the educational experience of the larger Bank Street community. We prepare graduate students to work in settings across the city, state, country, and world in ways that honor and build on the many strengths and capacities of the children and adults living in those settings.

We hold our graduate students to high academic and professional standards—both here at the college and in the field—as they prepare to be effective and highly-skilled educators. Courses are offered face-to-face, online, blended and in varied settings and satellite spaces across the city, state, and nation. Supervised fieldwork and advisement are core contexts for professional growth, which occurs through integration of theory and practice in collaboration with peers and faculty. (See

Student Handbook for an introduction to the developmental-interaction approach). All of these experiences are designed to challenge our students' intellectual and creative abilities and to encourage their personal and professional development. Students are expected to meet the requirements specified for each course and to work closely with their advisor to establish and meet goals set for supervised fieldwork and advisement within the allotted course time and schedule.

Bank Street students engage in on-going assessment and evaluation with their faculty advisor and/or program faculty as they matriculate through their program. Assessment in course and supervised fieldwork is designed to enable students to be aware of their development as professionals in the field and take responsibility for meeting academic goals and milestones throughout their tenure at Bank Street. Consequently, communication between students and their faculty advisor/program faculty is essential and required. Evaluations of students are designed to reflect each student's academic and professional understanding, behavior, and competencies. Faculty may confer about students and may review student records at any time.

The Bank Street College Code of Conduct and Due Process Procedure provide guidance and recourse to preserve a sense of safety and security within our academic climate. They outline the acts that violate the balance of harmony, respect, and safety within our academic environment and restorative procedures to bring the community back into balance. In order to maintain good academic standing, students are expected to observe the College's Code of Conduct and demonstrate the academic and personal dispositions necessary for work with a wide range of children, adults, families and communities.

At Bank Street, we deem this work to begin in our graduate school classrooms and be grounded in sound judgment based in values of social justice and equity, with an explicit commitment to anti-biased and anti-racist educational practice. Enactment of these values and practice is central to our approach to progressive education and fosters the harmony of our academic climate. As such, violation of this code is not tolerated and can be grounds for dismissal from our academic programs.

The following acts are deemed violations of the Graduate School Code of Conduct:

- Language indicative of disregard of individuals based on their racial, ethnic, and cultural background, class, gender, sexuality, religious/spiritual background and/or ability status (*this includes intentional failure to use preferred gender pronouns*);
- Acts that recklessly or intentionally endanger the mental or physical health of any member of the Bank

Street College learning community;

- Acts that are harmful to others, including intentional obstruction of others' rights, sexual assault, abuse, discrimination, or harassment;
- Willful destruction of College property;
- Willful destruction of the property belonging to any member of the Bank Street College learning community;
- Appropriation of College property;
- Appropriation of property belonging to any member of the Bank Street College learning community;
- Disturbance of the peace for any member of the Bank Street College learning community;
- Violations involving illegal possession, use, or sale of alcohol or drugs;
- Inappropriate or punitive actions toward children or adults, including verbal, nonverbal or physical abuse, relational aggression and other ostracizing behaviors; and/or
- Any act not specified above that threatens the sense of health, safety and/or belonging of any member of the Bank Street College learning community.

### **Extension of the Code to Online Learning Contexts**

Bank Street College offers a number of online, blended learning and web-enhanced educational, training and workshop experiences. The code of conduct above applies to all online learning contexts; in addition, there are specific behaviors we expect our students to adhere to online:

- Use common sense, good manners, and respect. In electronic correspondence, we expect our students to always remember that there is a human being on the other side of the screen with individual ideas and feelings. We encourage them to approach online communication in a courteous and considerate manner.
- Respect Intellectual Property: We expect students to abide and respect Intellectual Property laws and always give credit to sources that may increase participants' reference database.
- Maintain confidentiality and privacy within the online space. Students should respect the information shared by both their peers and instructors online. This includes not sharing course materials and communications outside of the learning community without explicit permission and always carefully protecting the privacy of the children, adults and settings.

### **Professional Standards**

In the Graduate School, instances may arise in which one or more faculty members judge that a student lacks the academic and/or personal dispositions necessary for continuing coursework or completion of studies leading to a degree or program of study in the Graduate School or for continuing coursework on a non-matriculated ba-

sis. The College reserves the right to dismiss the student or suspend the student's enrollment in supervised fieldwork/advisement and/or coursework for dispositional issues (including any violation of the Code of Conduct), as well as concerns related to academic performance. Plagiarism, verbal or physical abuse, excessive absences, inappropriate classroom or fieldwork setting behavior, any violations of the Code of Conduct, or other concerns regarding a student's professional conduct that occur in any academic or professional setting, including online course environments and campus common areas (e.g., restrooms, corridors, elevators, lounges, student services offices, etc.) is prohibited. All students should have the reasonable right to expect a climate of safety and security at Bank Street where we all abide by the Graduate School's Code of Conduct and Professional and Academic Standards.

### **Consequences for Violation of Code of Conduct and Professional Standards**

- Violations of the Code of Conduct may result in suspension, dismissal, or other appropriate disciplinary action in addition to any penalty pursuant to the penal law.
- Violations for illegal drug or alcohol use and may result in being charged for a drug violation. Students may also be at risk for loss of their financial aid and may be required to complete a course of substance abuse treatment as a part of their remediation.
- Violations that disrupt the personal space and/or sexual safety of any member of the Bank Street College learning community are subject to the Educational Law Article 129B: Enough is Enough. Students may be required to complete a course of mental health treatment as a part of their remediation. For more information see the "Enough is Enough" page on the College website.

### **Due Process Procedure**

If any member of the College community observes or experiences any of these violations occurring in any face-to-face, online, blended and/or other settings or satellite spaces, including all common areas (e.g., restrooms, lounges, elevators, lobby, areas, etc.), the individual is expected to report them in writing to the Dean of the Graduate School. The statement should:

- Specify allegations and the person(s) involved (if known), and
- Provide a brief description of what occurred.

The Dean of the Graduate School will respond with the formation of an Individual Review Committee (a description of which can be found below), which will be convened within thirty days upon receipt of the written complaint.

If the student is dismissed, the student has the right to

request that the Dean of the Graduate School convene an Individual Review Committee (IRC) to review the case. This appeal must be made in writing to the Dean of the Graduate School within fifteen business days of the date of the dismissal letter. The IRC reviews the circumstances and allegations and makes a recommendation to the Dean of the Graduate School. The Dean of the Graduate School makes the final decision concerning student dismissal, reinstatement, or possible disciplinary action.

### **Individual Review Committee**

When an Individual Review Committee (IRC) is convened, it is generally composed of the Chief Enrollment Officer and Registrar and three faculty members. The Dean facilitates the appointment of the IRC, selects a date for a review of the case, and informs the individual whose conduct is the subject of the IRC to expect to hear from the Committee. An IRC will be convened within thirty days after a written report alleging a violation of the Code of Conduct or Professional Standards, or within 15 days after a request from a student to convene an IRC.

It is the task of the IRC to read the report, meet with the individual(s) who wrote it, and meet with the person alleged to have violated the Code of Conduct or Professional Standards. The person accused may bring another person to observe the proceedings of the IRC meeting. The IRC then decides whether the Code of Conduct or Professional Standards have been violated. At the conclusion of its deliberations, the IRC meets with the Dean to report its findings; the Dean then makes and implements the final decision about the violation and any disciplinary action. The Dean will notify the affected individual within five working days from the date of the meeting.

### **Academic Grievance Procedures**

Faculty members in the Graduate School work very closely and effectively with their students. Occasionally, differences occur between graduate students and advisor or course instructor about, for example, 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 Director or Department Chair (if discussed with the Director, the Director informs the Chair).
- The Director or Chair discusses the issue with the faculty member involved (and with the student's advisor, if appropriate). The Director or Chair prepares documentation and notifies the student in writing of the recommendation.

- If the student deems the problem still unresolved, the student may write a report and submit it to the Chair of Academic Standing Committee, along with any pertinent information. This report must be submitted by June 1st of the following year for a fall semester course or by January 1st of the following year for a spring or summer term course.
- The Academic Standing Committee 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 Academic Standing Committee makes a decision and shares it with the student, the faculty member, the Director, the Department Chair, and the Dean of the Graduate School. The decision of the Academic Standing Committee is final.
- Once a degree is awarded and posted to a student's record, the student's academic transcript cannot be amended or changed, with one exception: after the degree is posted, should a student wish to appeal a grade earned in the final semester, the student will have 30 days from the degree grant date to file an appeal with the Academic Standing Committee.

### **Other Student Complaints**

Difficulties with program structures, schedules, or other issues should first be discussed with the student's advisor or Director. If unresolved, they should then be formally communicated in writing to the student's Director with copies to the Department Chair and the Associate Dean of Academic Affairs. Written responses documenting the complaint and its resolution will be shared with the student within 30 days, and records will be maintained by the Associate Dean of Academic Affairs who will also create an annual summary of these formal complaints and the responses to them.

### **Student Self-Advocacy**

The College fully supports students' rights and responsibilities to serve as advocates for themselves. Given their aspiration to serve in the role of educational leaders and practitioners in varied settings, our students are expected to develop and practice advocacy skills that will be an asset to the children and adults for whom they are or will one day be responsible. Grounded in democratic and social justice values, we are resolved that our students know that these ideals are also inclusive of times when they feel they are being unfairly treated or that their perspective has not been wholly understood by the Graduate School administration. Students are invited to respectfully share their perspectives or disagreements using Due Process Procedures, but ultimately must abide by the Dean's final determination of their cases.

### **Academic Standards**

#### **Plagiarism**

Students at Bank Street are expected to adhere to the



highest standards of academic integrity, and will only be credited for work they have authored, and/or they will appropriately assign authorship and provide referencing information for other authored content. Students should be aware of the definition of plagiarism and know that all violations will be taken seriously and may result in dismissal.

- Plagiarism is the use of another person's ideas, words, or theories as one's own in an academic submission, and failing to appropriately cite the original author. All scholarship must rest on honest academic effort.
- All work submitted must be original.
- Any reference to another person's work (including ideas, theories, or concepts) must be cited explicitly, using the formatting guidelines of the most recent version of the American Psychological Association (APA) Publication Manual. See resources below for additional guidance for citation and formatting for all resources, including digital content.
  - APA Style Central: <http://www.apastyle.org/>.
  - The Writer's Handbook ([bankstreet.edu/library](http://bankstreet.edu/library) under Research Tools - APA Citation Resources)
- Work presented as actual experience cannot be invented or fabricated.

As academic honesty is a central institutional value to Bank Street College of Education, any direct or indirect infringement of this value by means of plagiarism is taken seriously. In an instance where an instructor suspects that the work submitted by a student is entirely or partially plagiarized, the following steps will be followed:

**Step 1:** The instructor will report the suspected academic violation, with appropriate evidence, to the Associate Dean of Academic Affairs.

**Step 2:** The Associate Dean of Academic Affairs will confer with the instructor to review the evidence and make a determination as to whether the incident warrants further investigation. The Associate Dean of Academic Affairs will make a determination at this point whether further action is required.

**Step 3:** If the Associate Dean of Academic Affairs determines that further action is warranted, she will meet with the student as well as the instructor. The Associate Dean of Academic Affairs will consult with the student's advisor, Director and/or Department

Chair making them aware of the allegation(s) to determine the best ways to support the students growth and learning, including to facilitate their process of research and writing of the material in question.

**Step 4:** Following a review of the evidence and deliberation described in Step 3, the Associate Dean of Academic Affairs will make one of the following determinations:

**Option 1:** The student may be required to redo the paper or complete an additional assignment. Should this process extend beyond the final session of the course, the student may request a grade of Incomplete. In this case, all policies and procedures related to a course determination of Incomplete shall apply. Students may appeal this decision to the Committee on Academic Standing.

**Option 2:** The student may be given a grade of No Pass (NP). In this case, all policies and procedures related to a course grade of NP shall apply. Students may appeal this decision to the Committee on Academic Standing.

**Option 3:** The Associate Dean of Academic Affairs may determine that the student's behavior has violated the Code of Conduct and/or Professional Standards of the College and that the student should be dismissed from the academic program. The Associate Dean of Academic Affairs will provide notification of this decision, in writing, to the student and the Chief Enrollment Officer and Registrar. The student may appeal this decision by requesting that the Dean of the Graduate School convene an Individual Review Committee following procedures described in that search.

The Academic Standing Committee is chaired by the Associate Dean of Academic Affairs and consists of standing members (Chief Enrollment Officer and Registrar, Technical Registrar, and Director of Student Learning Supports), and three faculty representatives. Appeals should be sent to the Academic Standing Committee at [asc@bankstreet.edu](mailto:asc@bankstreet.edu).

### **Institutional Test Score Annual Report for the Academic Year 2021–2022**

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 and all other enrolled students.

During the 2021-2022 year (7/1/21-6/30/22), 205 students took the Educating All Students test and 203 passed it for a 99% pass rate. 76 students took the Multi-Subject Birth to Grade 2 Test and 64 passed it for a 87% pass rate. 56 students took the Multi-Subject Grades 1-6 Test and 49 passed it for a 94% pass rate. 70 students took the Students with Disabilities CST and 64 passed for a 97% pass rate. The number of students taking the edTPA in this reporting year was less than 10 so no scores are reported.

### Student Handbook

A handbook for all students is available on the College website. Designed to complement the catalog, it contains additional details about the academic programs, student services, and student life.

### 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

Carlos Esquivel, *Director of Facilities*  
212-875-4615

The College publishes and distributes an annual security report, which contains safety tips, emergency procedures, and campus crime statistics. This publication is available from the Director of Security and the Graduate School Office (Room 603); it is also excerpted in this catalog (page 155). 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 website: <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. Depending on the certification and/or experience that students have upon entrance to the program, graduates are eligible for either initial certification, second initial certification, or professional New York certification. 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 website for detailed, updated information regarding citizenship requirements for certification: [www.nysed.gov](http://www.nysed.gov).

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 ([www.nystce.nesinc.com](http://www.nystce.nesinc.com))

### 2. **Workshops:**

- 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 (SAVE)
- successful completion of six clock hours in harassment, bullying, and discrimination prevention training (DASA)

### 3. **Fingerprint Clearance**

- Visit [graduate.bankstreet.edu/student-services-support/certification](http://graduate.bankstreet.edu/student-services-support/certification)

## Internship Certificate Credential

*Bank Street College supports the New York State Internship Certification Credential. This an opportunity to complete fieldwork in a public setting where certification is required. The Internship Certificate Credential is a temporary New York State teacher certification for graduate students who have not completed fieldwork and who have completed at least one-half of the credits required for the master's degree program. Students must be matriculated in a program that leads to certification, and they must not have completed fieldwork. They must also have a written job offer from a particular school for a job in the same certification area as the degree program in which they are enrolled. The Internship Certificate Credential lasts up to two years. Internship certificates expire immediately upon graduation and recommendation for regular certification. Please keep this in mind when you apply for graduation. Bank Street faculty serve as mentors to graduate students teaching under the Internship Certificate Credential. There is a fee associated with registration for the Internship Certificate.*

Visit [graduate.bankstreet.edu/student-services-support/certification/](http://graduate.bankstreet.edu/student-services-support/certification/) for details on the requirements and procedures for New York State certification. Certification resources are available to assist you with the process. Teacher Education graduates whose degree was conferred prior to 2004 and Leadership graduates whose degree was conferred prior to 2007 fall under regulations that are no longer in effect *and are ineligible for institutional recommendation.*

Please contact the Certification Office at [certification@bankstreet.edu](mailto:certification@bankstreet.edu) for assistance. Be sure to include your student identification number and name.



## Career Services

Beatrice Benavides, *Director:*  
[careerservices@bankstreet.edu](mailto:careerservices@bankstreet.edu)

*Located in the Office of Student Services on the sixth floor.*

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.

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. The director is also available to review résumés and cover letters. In addition, the career services office hosts the following annual events: a Job Search Boot Camp, which provides information on the job search process, a Certification Workshop with a presentation from the NYC Department of Education, and two Job Fairs with representatives from New York City district, charter, and independent schools. Career Services also cosponsors job-related events with the Alumni Office.

CareerConnect is our automated online system with numerous functions that will enhance the career services offered to our students, alumni and employers. With this site, students and alumni can easily and efficiently maintain an online personal calendar, manage multiple résumés, cover letters, and other employment related documents, search and apply for job opportunities online, view and RSVP for career events, and much more!

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

## College Services

### The Disability Services Office

Kim McLeveighn, *Director of Student Learning Support*  
[dso@bankstreet.edu](mailto:dso@bankstreet.edu), Office 811

Bank Street College recognize dis/ability as a characteristic of human diversity. We encourage students to self-identify and to provide information about their learning needs as soon as possible after admission to the College so that they may receive the support and reasonable accommodations needed to make the learning environment more accessible. The office works with students to determine which accommodations may best support a student's learning needs, assists students in advocating for themselves, can refer students for additional ser-

vices, and provides information to students about their rights. The office also supports faculty and staff in their work to create equitable and accessible learning experiences and spaces.

Students who have a diagnosed disability or suspect that they may have a disability, and non-matriculated students who need accommodations should contact the Director of Student Learning Support, Kim McLeveighn.

For further information on what the Dis/ability Services Office offers, please visit our webpage located within Graduate School Student Services. 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.

Non-matriculated students who need accommodations should identify themselves as soon as they contemplate taking a course. For further information on your rights and what the Dis/ability Services Office offers, please visit our webpage located within Graduate School Student Services.

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 and Archives

Kristin Freda, *Director:* [kfreda@bankstreet.edu](mailto:kfreda@bankstreet.edu)

The Bank Street Library contains a wide range of materials that support instruction and independent research: books, e-books, journals, research databases, Graduate School independent studies, DVDs, and more. Copies of course required books, arranged by call number, are available at the Circulation Desk for use in the Library. In addition, many faculty provide class readings in Canvas. If there are books or articles not held on site, library staff can request an Interlibrary Loan on behalf of the student.

The Children's collection of materials contains picture books, early readers, nonfiction, biographies, fiction, and young adult novels. The Children's Librarian provides instruction to the School for Children classes and is available to assist children and adults with research and book selection.

The Bank Street College Archives contain the institutional records of the Bank Street College of Education as well as historical materials related to the College. The collection documents the history and evolution of the College from 1916 to the present. The archives supplement the general circulating collection of the Library by making rare or original materials available to the Bank Street community, scholars around the world, and the general public.

Librarians help students and faculty identify and locate information they need. Librarians also offer research orientations for students, which include a library tour and an introduction to research using the databases and catalog. Research orientations, APA consultations and library tours in person and online via zoom are available by appointment. The Library houses 24 PC and Macintosh computer workstations, each equipped with Microsoft Office and which are available for word processing, email, and Internet access. Three copiers are available for printing, copying, and scanning. Ethernet and wireless connections are also available.

Library policies, including circulation rules, are available on the Library's website: [www.bankstreet.edu/library](http://www.bankstreet.edu/library)

### **Council of Students (COS)**

Council of Students (COS) is an open-membership graduate student organization at Bank Street College. All students enrolled in academic programs at Bank Street College are members of COS. The primary mission of COS is to provide a vehicle for students to participate in shaping and strengthening the Bank Street Graduate School community. Over the years, the focus of COS has shifted based on the priorities of its members. COS has organized social events, provided peer-to-peer workshops, and pushed for more explicit focus on racial equity in the curriculum.

### **Student Associate Trustee**

One graduate student each year is selected to serve as the Student Associate Trustee, and is expected to attend the quarterly meetings of the Bank Street College of Education Board of Trustees. The Student Associate Trustee provides a student perspective when pertinent issues are in front of the Board. The Student Trustee also gathers and shares information from and for the graduate student body by reporting to and hearing from students. In addition, he or she will work with the accreditation coordinator and senior administrator, and the dean of the Graduate School.

The student trustee is appointed by the board of trustees to a one-year term. Nominations are solicited in the spring for the following academic year. Qualifications: Applicants must be in good standing, with a minimum of one year of study remaining at Bank Street. They should be interested in issues of governance and in advocacy on behalf of fellow students. Excellent speaking and organizational skills are essential. Applicants cannot be in staff positions at Bank Street.

### **Housing**

Bank Street College does not maintain residential facilities. Other resources for obtaining housing are local realtors, webpages, newspapers, and various "Y" organizations. For further information and a detailed list of these resources, visit the Housing Information Resource

page on our website <https://graduate.bankstreet.edu/admissions-financial-aid/new-students/housing/>.

Application for housing may be made to International House, a graduate student residence facility within walking distance of the College at 500 Riverside Drive, New York, NY, 10027-3916. Contracts run from September through mid May and may be renewed for the summer. For more information and/or an application, call 212-316-8400, or visit <http://www.ihouse-nyc.org>. Students enrolling for summer courses may also pursue housing options at International House.

### **Information Technology**

Judy Johnson, *Chief Information Officer*:  
[jjohnson@bankstreet.edu](mailto:jjohnson@bankstreet.edu)

The Information Technology (IT) department works to support all members of Bank Street College's community by providing robust, secure, up-to-date, and accessible technology. Details about our support services and contact information can be found below.

#### **Help Desk**

212-875-4642 or [helpdesk@bankstreet.edu](mailto:helpdesk@bankstreet.edu)

The Help Desk staff, located in the Library, across from the Circulation Desk, are available for technical support for College hardware, software, Internet access, and telephone equipment.

### **Cafeteria**

The Bank Street Cafeteria is located on the C-Level of the main building. The community is welcome to use the seating area. At this time there are no services provided outside of children's programming.

### **Business Office Services**

Aparna Muralidharan, *Chief Financial Officer*:  
[amuralidharan@bankstreet.edu](mailto:amuralidharan@bankstreet.edu)  
Dave Boyce, *Billing manager*:  
[bursar@bankstreet.edu](mailto:bursar@bankstreet.edu)

The Business Office is located at Bank Street North, The Interchurch Center, 475 Riverside Drive, 14th Floor, New York, NY 10115. It is the responsibility of the College's Business Office to collect tuition and fees and to maintain students' financial accounts. The Business Office includes the Bursar and Financial Aid functions; this includes issuing bills and student statements as well as administering student loans and scholarships.

## **Centers, Institutional Collaborations, and Special Initiatives**

The Graduate School oversees a number of special projects. Many faculty work as staff developers, consultants, evaluators, and researchers on these and other projects.

## Bank Street Online

Laura Zadoff, *Co-Director of Online Teaching and Learning*  
[zadoff@bankstreet.edu](mailto:zadoff@bankstreet.edu)  
Robin Hummel, *Co-Director of Online Teaching and Learning*  
[rhummel@bankstreet.edu](mailto:rhummel@bankstreet.edu)

Bank Street Online is dedicated to the advancement of progressive online teaching and learning at the college. Its mission is to support Bank Street's efforts to promote innovative teaching strategies and technologies to enrich the learning of our graduate students and support their work with their students and colleagues.

Bank Street Online is also dedicated to offering online programs that reflect Bank Street's understanding of teaching and learning and leadership, and to providing the institution with long-term opportunities to extend its reach.

What does it mean to teach in an online environment using a Bank Street approach? It means programs that include:

- A sense of community and social presence;
- Opportunities for authentic collaborative inquiry;
- Constructivist experiences and discovery rather than traditional information delivery.

It is important that Bank Street graduate students working in an online learning environment recognize and experience themselves as part of a community of learners as they engage with the course content online. Students enrolled in online courses are expected to meet the same high professional and academic standards and adhere to the same high standards for academic integrity as for those enrolled in on ground courses.

Information for online programs can be found under Academic Programs. Students who would like to find out more about online programs that are right for them should make an appointment to speak with Graduate Admissions.

## Emotionally Responsive Practice

Lesley Koplou, *Director:*  
[lkoplou@bankstreet.edu](mailto:lkoplou@bankstreet.edu)

Emotionally Responsive Practice at Bank Street offers ongoing professional development, teacher support, coaching, and other on-site and virtual services to early childhood and elementary school programs. Our services build on the well-documented connection between emotional well-being, learning, and positive peer and teacher-child relationships. We help educators and administrators understand children through the lens of child development as well as through the lens of life experience, and inform develop routines, curricula, and interactions with this knowledge base. ERP models classroom friendly techniques that support all children,

including those with traumatic history.

## Infancy Institute

**Infants, Toddlers, Families: Supporting Their Growth**  
Marjorie Brickley, *Co-Director:* [mbrickley@bankstreet.edu](mailto:mbrickley@bankstreet.edu)  
Yasmin Dorrian, *Co-Director:* [ydorrian@bankstreet.edu](mailto:ydorrian@bankstreet.edu)

Designed to meet the needs of those who work in varied settings (teachers, home visitors, coaches, administrators, etc.) with infants, toddlers, and families, the three-day Infancy Institute, usually offered in late June, provides a high-quality, individualized experience. Past programs have included nationally known keynote speakers, visits to infant/toddler programs, numerous workshops and seminars highlighting practice and theory focused on topics including attachment, infant/toddler development, activities for toddlers, relationship-based care, sensory integration, early intervention, trauma and resilience, staff development, and working with families.

## Kerlin Early Childhood STEM Institute

Abigail Kerlin, *Director:*  
[akerlin@bankstreet.edu](mailto:akerlin@bankstreet.edu)

The goal of the Kerlin Early Childhood STEM Institute is to build Early Childhood teachers' capacity to use STEM content and pedagogy to design integrated investigations, which incorporate Bank Street's *Science Way of Thinking* and NYSCI's Design/ Make/ Play models of teaching that encourage learners to construct meaning through active investigations. Participants are registered in graduate courses that are taught by Bank Street faculty and educators from NYSCI. They receive a scholarship from the Sally Kerlin Endowment. The Institute is part of the Sally Kerlin Endowment for the Teaching of Natural and Environmental Sciences (established in 2002). 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 alumni.

## Language Series

**Continuing Professional Studies:**  
[cps@bankstreet.edu](mailto:cps@bankstreet.edu)

*This will next be offered in 2024.*

The Language Series supports educators in understanding the critical role that language plays in the social and academic success of ALL students. The goals of the series are to promote an in-depth discussion about language development and methodology with a focus on applications for school, home, and community learning spaces; to support the professional growth of all educators—including teachers, administrators, librarians, and coaches — working in bilingual dual language, transition-



al bilingual, English as a New Language, Special Education, and English-medium classroom settings; to foster the exchange of ideas; and to provide opportunities for networking among teachers, administrators, librarians, consultants, families, and community partners. Each year, participants have the opportunity to engage with experts and practitioners in the field and to brainstorm with other educators about current topics related to language development.

### **National Center for Children in Poverty (NCCP)**

Sheila Smith, *Director*:  
[ssmith4@bankstreet.edu](mailto:ssmith4@bankstreet.edu)

The National Center for Children in Poverty (NCCP) aims to improve the lives of low-income children and their families. NCCP conducts research and makes informed policy recommendations in order to reduce the number of American families experiencing hardship. Areas of focus include early childhood education, paid family leave, disability, immigration, physical and mental health, and more. As a result of the center's decades-long work, children and families enduring the physical, mental, and emotional distress of poverty have a chance at a happier and healthier life.

### **Straus Center for Young Children & Families**

Mark Nagasawa, *Director*:  
[mnagasawa@bankstreet.edu](mailto:mnagasawa@bankstreet.edu)

The Straus Center for Young Children & Families was founded to conduct and promote practice-oriented, policy-relevant, and equity-committed research, with a particular concern for the inequities and traumas caused by the interaction of systemic racism, sexism, ableism, classism, and associated oppressions found in class-

rooms, schools, and policy settings. Students have opportunities to work on the center's projects as research assistants, through individualized study, and for their integrated master's projects.

### **Teaching Kindergarten Conference**

Joy Lundeen Ellebbane, *Coordinator*:  
[jellebbane@bankstreet.edu](mailto:jellebbane@bankstreet.edu)

Kindergarten plays a critical and unique role in a child's life. It is a year filled with discovery, wonder, friendship and creativity – when language, literacy, science and math take on real meaning through play and active learning. Yet, in many classrooms, experiential learning is marginalized as kindergarten is fast becoming the new first grade. The Teaching Kindergarten Conference provides an opportunity for educators to come together and address this challenge.



# Board of Trustees





# Board of Trustees

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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 Office of Student Services 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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 as its agent (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 for the college.

- Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Directory information may be released without the student's consent. The information includes: name, local address, home address, email address, local telephone number, home phone number, photograph, major, and status (including current enrollment, dates of attendance, full-time/part-time, withdrawn). Students have the right to withhold the release of directory information by completing a Request for Nondisclosure of Directory Information form in the Office of Student Services.

- 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  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## Non-Discrimination Policy

Bank Street College of Education has a historical and philosophical commitment to encourage, support, and nurture diversity in our student body, staff, faculty and programs. In addition, we abide by all applicable federal, state and local laws that prohibit discrimination on the basis of race, color, national or ethnic origin, religion, age, sex (including pregnancy and sexual harassment), gender identity, sexual orientation, marital status, handicap or disability in admitting students to its programs. Applicable non-discriminatory practices also apply to administering educational policies, scholarships and loan programs, and other programs or activities generally made available to students at the College.

## 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\*

	2019	2020	2021	2022
Murder	0	0	0	0
Sex Offenses	0	0	0	0
Robbery	0	0	0	0
Aggravated Assault	0	0	0	0
Burglary**	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0

### Violations Report\*

Liquor Law	0	0	0	0
Drug Abuse violations	0	0	0	0
Weapons possession	0	0	0	0

\* Detailed reports are on file in the Physical Plant Department at 610 W 112th Street #C15. Includes main campus, BronxWorks and Putnam/Northern Westchester BOCES locations.

\*\* Burglary includes theft. All incidents reported in the schools fall into the theft category.





610 West 112th Street  
New York, NY 10025  
[graduate.bankstreet.edu](http://graduate.bankstreet.edu)