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

Our Credo

What potentialities in human beings—children, teachers, and ourselves—do we want to 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
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 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.

In the words of Bank Street’s founder Lucy Sprague Mitchell, “we see in education the opportunity to build a better society.” At Bank Street, 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 2019 – 2020

Please note: The College respects individuals’ religious observances. If you are unable to make any class session, including a Friday session, because of 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 2019

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<td>Monday, September 2</td>
<td>LABOR DAY—COLLEGE CLOSED</td>
</tr>
<tr>
<td>Tuesday, September 3 / 3:30–7:30 pm</td>
<td>All Student Welcome/Orientation—The Barbara Biber Convocation</td>
</tr>
<tr>
<td>Wednesday, September 4</td>
<td>Faculty/Student Meetings and Orientations</td>
</tr>
<tr>
<td>Wednesday, September 4</td>
<td>FALL TERM CLASSES BEGIN</td>
</tr>
<tr>
<td>September 4–September 18</td>
<td>Period of Late Registration and Add/Drop for Fall term*</td>
</tr>
<tr>
<td>Monday, September 30</td>
<td>ROSH HASHANAH—NO CLASSES</td>
</tr>
<tr>
<td>Tuesday, October 1</td>
<td>ROSH HASHANAH—NO CLASSES</td>
</tr>
<tr>
<td>Tuesday, October 8</td>
<td>YOM KIPPUR—NO CLASSES</td>
</tr>
<tr>
<td>Wednesday, October 9</td>
<td>YOM KIPPUR—NO CLASSES</td>
</tr>
<tr>
<td>Monday, October 14</td>
<td>INDIGENOUS PEOPLE’S DAY—COLLEGE CLOSED</td>
</tr>
<tr>
<td>Friday, October 18</td>
<td>Follow Monday class schedule</td>
</tr>
<tr>
<td>Wednesday, October 23</td>
<td>Last day for students to file for a grade of withdrawal (WD) for the Fall term</td>
</tr>
<tr>
<td>Friday, November 1</td>
<td>Priority submission for Admissions</td>
</tr>
<tr>
<td>November 27–29</td>
<td>THANKSGIVING RECESS—NO CLASSES</td>
</tr>
<tr>
<td>Thursday, December 12</td>
<td>Last day of Thursday classes</td>
</tr>
<tr>
<td>Monday, December 16</td>
<td>Last day of Monday classes</td>
</tr>
<tr>
<td>Wednesday, December 18</td>
<td>Last day of Wednesday classes</td>
</tr>
<tr>
<td>Thursday, December 19</td>
<td>Tuesday classes held; Last day of Tuesday classes; FALL TERM CLASSES END</td>
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<tr>
<td>Monday, January 13</td>
<td>Integrative Master’s Project Presentations—Collaborative Student Faculty Inquiries and Site-Based Inquiries</td>
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<tr>
<td>Monday, January 20</td>
<td>MARTIN LUTHER KING, JR. DAY—COLLEGE CLOSED</td>
</tr>
<tr>
<td>Tuesday, January 21</td>
<td>SPRING TERM CLASSES BEGIN</td>
</tr>
<tr>
<td>January 21–February 4</td>
<td>Period of Late Registration and Add/Drop for Spring term*</td>
</tr>
<tr>
<td>Friday, January 24 / 3:00–7:00 pm</td>
<td>Job Search Bootcamp</td>
</tr>
<tr>
<td>Monday, January 27</td>
<td>Last day to register for an Integrative Master’s Project for Spring 2020; Last day to submit Graduation Application to graduate in May 2020</td>
</tr>
<tr>
<td>Saturday, February 1</td>
<td>Priority submission for Admissions and priority submission for FAFSA and scholarship opportunities</td>
</tr>
<tr>
<td>Monday, February 17</td>
<td>PRESIDENTS’ DAY—COLLEGE CLOSED</td>
</tr>
<tr>
<td>Tuesday, March 3 / 5:00–8:00 pm</td>
<td>Job Fair</td>
</tr>
<tr>
<td>Friday, March 6</td>
<td>Follow Monday class schedule</td>
</tr>
<tr>
<td>Wednesday, March 11</td>
<td>Last day for students to file for a grade of withdrawal (WD) for the Spring term</td>
</tr>
<tr>
<td>Wednesday, March 11 / 5:00–8:00 pm</td>
<td>Job Fair</td>
</tr>
<tr>
<td>April 13–April 17</td>
<td>SPRING BREAK—NO CLASSES</td>
</tr>
<tr>
<td>Tuesday, April 28</td>
<td>Last day of Tuesday classes</td>
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<tr>
<td>Wednesday, April 29</td>
<td>Last day of Wednesday classes</td>
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<tr>
<td>Thursday, April 30</td>
<td>Last day of Thursday classes</td>
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<tr>
<td>Monday, May 4</td>
<td>Last day of Monday classes; SPRING TERM CLASSES END</td>
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<tr>
<td>Tuesday, May 5</td>
<td>Integrative Master’s Project Presentations—Collaborative Student Faculty Inquiries and Site-Based Inquiries</td>
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<td>Wednesday, May 6</td>
<td>Integrative Master’s Project Presentations—Independent Studies and Portfolios</td>
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<td>Thursday, May 7</td>
<td>Graduation</td>
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<tr>
<td>Thursday, May 7</td>
<td>Graduation</td>
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<table>
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<th>Date</th>
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<tr>
<td>Monday, May 18</td>
<td><strong>SUMMER LONG</strong> AND SUMMER 1 TERM CLASSES BEGIN</td>
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<tr>
<td>May 18–22</td>
<td>Period of Late Registration and Add/Drop for Summer Long, Summer 1 and Summer 2 terms**</td>
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<tr>
<td>Monday, May 25</td>
<td>MEMORIAL DAY—COLLEGE CLOSED</td>
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<tr>
<td>Wednesday, June 3</td>
<td>Last day for students to file for a grade of withdrawal (WD) for the Summer 1 term</td>
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<tr>
<td>Tuesday, June 16</td>
<td>Last day of Tuesday classes for Summer 1</td>
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<tr>
<td>Wednesday, June 17</td>
<td>Last day of Wednesday classes for Summer 1, Last day for students to file for a grade of withdrawal (WD) for the Summer long term</td>
</tr>
<tr>
<td>Thursday, June 18</td>
<td>Last day of Thursday classes for Summer 1</td>
</tr>
<tr>
<td>Monday, June 22</td>
<td>Last day of Monday classes for Summer 1; SUMMER 1 TERM CLASSES END</td>
</tr>
<tr>
<td>Friday, June 26</td>
<td>SUMMER 2 TERM CLASSES BEGIN</td>
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<tr>
<td>June 26–July 2</td>
<td>Period of Late Registration and Add/Drop for Summer 2 term only*</td>
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<td>Friday, July 3</td>
<td>INDEPENDENCE DAY (observed)—COLLEGE CLOSED</td>
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<tr>
<td>Wednesday, July 15</td>
<td>Last day for students to file for a grade of withdrawal (WD) for the Summer 2 term</td>
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<td>Monday, July 27</td>
<td>Last day of classes that meet Monday for Summer Long and Summer 2</td>
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<tr>
<td>Tuesday, July 28</td>
<td>Last day of classes that meet Tuesday and Monday/Tuesday for Summer Long and Summer 2</td>
</tr>
<tr>
<td>Wednesday, July 29</td>
<td>Last day of classes that meet Wednesday and Monday/Wednesday for Summer Long and Summer 2</td>
</tr>
<tr>
<td>Thursday, July 30</td>
<td>Last day of classes that meet Thursday, Tuesday/Thursday and Monday – Thursday for Summer Long and Summer 2</td>
</tr>
<tr>
<td>Friday, July 31</td>
<td>Last day of classes that meet Friday and Monday – Friday; SUMMER LONG AND SUMMER 2 TERM CLASSES END</td>
</tr>
</tbody>
</table>

*The Summer Long term only applies to online programs.

**During this period, except for the first day of each term, the $25 Late Registration fee or a $15 Add/Drop fee will be charged. In order to receive a 100% tuition refund, students must drop a class by the last day of the Add/Drop period. See page 140 for full refund policy and late registration procedures. Students may register for classes up until but not after the second class session.
Bank Street College Graduate School of Education

Bank Street College is a small, vibrant institution organized into two main programmatic divisions: the Graduate School of Education and Children's Programs. Both 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 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. 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 for all, Bank Street influences thousands of children, youth, parents, and educators throughout the United States and abroad.

Bank Street Connections
Children's Programs includes the School for Children—a highly respected, innovative independent school for children aged three to fourteen—and the Family Center for infants and toddlers. Many graduate students work alongside the School's and the Center’s excellent faculty as student teachers 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.

The College also offers innovative direct service programs to children and young families at its Head Start Center in the East Village and Liberty LEADs Program at West 112th Street. Other key programs and initiatives include: a Center for Cultural Responsiveness, the Sustainable Funding Project, the Learning Agenda and the Centennial Innovation Fund. The Division of IPR also oversees the Occasional Papers—a series that produces research, practice and policy-based papers on critical themes in education, and the Library, including the Center for Children's Literature.

The Graduate School, through the office of Continuing Professional Studies, provides continuing education coursework, outreach 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,

“When researching graduate schools, Bank Street always stood out for me as a place where the purpose was to understand better how to educate children, not just get a degree and get out.”

Tova, Teaching Literacy and Childhood General Education
research, advocacy, and technical assistance to other agencies and national groups launching pilot projects. The graduate-level short-format courses offered through Continuing Professional Studies are available either with or without credit for teachers, administrators, and others who work with children and youth.

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

For 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 teach abroad/study abroad options, 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 156).

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 2017–2018, over 600 graduate students were enrolled: 31% of the students were African American, Hispanic, Asian, or Native American. The faculty of the Graduate School are scholars and practitioners, researchers, and teachers. Their work with Bank Street graduate students is their first concern.

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 nonmatriculated 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 nonmatriculated 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 153) 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**

The Graduate School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) for meeting or exceeding national standards of quality for teacher and leadership preparation. As part of NCATE accreditation, individual programs leading to certification are accredited by the respective national specialized professional accreditation agencies (SPAs): Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), Educational Leadership Constituent Council (ELCC), International Literacy Association (ILA), and National Association for the Education of Young Children (NAEYC).

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.
“What stood out to me about my program was the fact that students are able to tailor their course of study according to their particular interests. I also appreciated that faculty were attentive and supportive of my professional and academic goals. Not only did I make life-long friends during my time at Bank Street, the school also made me a more conscientious and dedicated teacher of young children.”

Rita, Early Childhood Special Education
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 education. 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 in promoting appreciation of human diversity. 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 Education, 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, 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 for half-days at least once a month. 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 twice monthly for in-depth consultations.

In addition to meeting with each student individually, the advisor meets with his or her small group of advisees as a whole weekly. This “conference group” provides a setting in which students collaborate with fellow learners as they explore the challenging issues that face them as educators in their field placements. Throughout this crucial time of supervision, an advisor supports and encourages each student to develop his or her professional capacity. Through individual and group meetings, students learn more about their practice while being supported by others, and they gain perspective and reflective insight into their own practice as teachers or leaders. 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.

Supervised Fieldwork/Advisement Options for Students in General, Special, Dual Language/Bilingual and/or TESOL Programs
Graduate students in General Education, Special and General Education, Dual Language/Bilingual Education or Teaching English to Speakers of Other Languages (TESOL) programs may choose to do supervised fieldwork/advisement as student teachers, assistant teachers, or head teachers. In addition to the supervised fieldwork/advisement semester(s), many programs leading to state certification require additional supervised experiences during the summer terms or during the school year. See individual program descriptions for details. An explanation of the differences among the fieldwork options follows.

Student Teachers
Student teachers are typically placed in two to four different 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 full days per week (unpaid); however, in some rare cases other scheduling arrangements equivalent to three full days are made.

Assistant Teachers
Assistant 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. Since the assistant teacher’s own classroom is the training site during supervised fieldwork, and the faculty advisor will be making regular visits, the school principal/director must approve of the assistant teacher’s participation in the program. The principal/director also needs to be aware that the assistant teacher’s instructional approaches and curriculum in the class may change as the result of the advisement process. The supervised fieldwork/advisement process entails col-
laboration among the graduate faculty advisor, assistant teacher, and head teacher. Arrangements are made within individual programs for assistant teachers to expand their supervised experiences to include other age groups and diverse student populations and school environments. Students are responsible for obtaining an assistant teaching position on their own.

Head Teachers
Individuals who are head teachers in public or independent schools may be supervised in their own classrooms upon the Graduate School’s approval of the school site or center. Since the teacher’s own classroom is the training site during supervised fieldwork, and the faculty advisor will be making regular visits, the school principal/director must approve of the teacher’s participation in the program. The principal/director also needs to be aware that the teacher’s instructional approaches and curriculum in the class may change as the result of the advisement process. The faculty advisor and the director communicate with the school administration as appropriate. Where necessary, head teachers in General or Special Education programs expand their supervised experiences to include other age groups and diverse student populations and school environments.

Teaching Residents
Students in the TESOL Residency program work as teaching residents in partner elementary and high schools during their supervised fieldwork/advisement year. Bank Street finds the residency partnerships. Students may need to interviewed at schools prior to placement with mentor teachers. Students receive a stipend during their year of residency.

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/. 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 register online or in person during the registration period for each semester. Students have the opportunity to present their independent studies to faculty, peers, and families.

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, the evening before graduation. 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 or in person 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 graduation (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 programs, the Leadership Professional Seminar or a program-specific portfolio is the culminating activity. Because of culminating work at Hunter, students in the Infancy Dual Degree program with Hunter College School of Social Work are exempt from the Integrative Master’s Project requirement.
Credit Hour Assignment Policy
Bank Street Graduate School of Education credit hour calculations for degree and certificate programs follow NYSED guidelines, which are based on the U.S. Department of Education’s definition of credit hour. Please view the Credit Hour Assignment Policy on the course schedule webpage for more information.
Teaching and Learning Department

Valentine Burr, Department Chair: 212-875-4791, vburr@bankstreet.edu

Overview

The programs in the Teaching and Learning Department prepare graduate students to become teachers; learning, literacy, and curriculum specialists; museum educators; 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, museums, 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, Museum Education, Reading and Literacy, Curriculum and Instruction, and Teachers of English to Speakers of Other Languages (TE-SOL). We have initial, professional, and non-certification options, along with partnership programs with Hunter and Colombia’s schools of social work, and Purchase College, State University of New York (SUNY). In addition we have a Studies in Education program as well as a fully online Child Life program.

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

Shavon, Early Childhood Special Education
Curriculum and Instruction: A Program for Students with Initial Certification

Valentine Burr, Director: 212–875–4791; vburr@bankstreet.edu
30 credits
Master of Science in Education (M.S.Ed.)

The program in Curriculum and Instruction is designed for individuals who currently hold initial New York State certification in General Education or General and Special Education at the early childhood level (birth through grade 2) or at the childhood level (grades 1 through grade 6). It provides students with opportunities to explore and deepen their understanding of curriculum in child-centered classrooms through continuous and purposeful interactions within coursework, fieldwork, conference group, and consultations with program advisors. Students in this program have the opportunity to delve deeply into areas that are of professional interest to them, shaping their own program of study. Students may choose to concentrate their coursework and fieldwork in areas such as child development, curricular studies, children’s literature, or math and the sciences. Some students choose to complete this program in one year.

Admissions Requirements
See page 129 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 or Special Education or dual certification. 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 a professional certificate in their initial certification area(s) after completing all New York State requirements. See page 153 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 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.

### FOUNDATIONAL COURSES: minimum of 5 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 604</td>
<td>Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or 501 or 800; or permission of instructor]</td>
<td>2</td>
</tr>
</tbody>
</table>

### REQUIRED CURRICULUM COURSES: minimum of 3 credits from each area, for a total of 12 credits

#### Social Studies Curriculum (3 – 6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N – 3)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 513</td>
<td>Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Science, Math, and Technology Curriculum (3 – 6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 525</td>
<td>Assistive Technology as a Tool for Providing Educational Access</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 551</td>
<td>Science Inquiry for Children in the Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>3</td>
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</table>

#### English Language Arts (3 – 6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Children’s Literature in the Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 568</td>
<td>Teaching Literacy in the Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Elective credits as needed to complete the requirements of the program (1–7 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 517</td>
<td>Geography in the Social Studies Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 573</td>
<td>Storytelling with Children</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 612</td>
<td>Infancy Institute: Infants, Toddlers, Families: Supporting Their Growth</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 651</td>
<td>Special Study: Strategies for Language and Concept Development</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 863</td>
<td>Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 865</td>
<td>Children’s Literature for Grades 3 – 6 [Prerequisite: EDUC 564 or permission of instructor]</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 866</td>
<td>A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]</td>
<td>1</td>
</tr>
</tbody>
</table>

#### TEED 551N

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEED 551N</td>
<td>Teaching Kindergarten Conference</td>
<td>1</td>
</tr>
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#### STMD 100

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
</tbody>
</table>

#### STMD 105

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
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</tbody>
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#### STMD 110

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
<td>0</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS

**30**
Infant and Family Development and Early Intervention (Non-Certification)

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu

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

This program is designed for working and prospective teachers who do not seek certification in early childhood education but who want to understand the development of infants and toddlers with and without developmental variations.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must have experience with infants and toddlers.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 519</td>
<td>Educating Infants and Toddlers: Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 520</td>
<td>Educating Infants and Toddlers: Programs and Activities and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 613</td>
<td>Understanding and Working with Families of Infants and Toddlers</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 801</td>
<td>The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 802</td>
<td>The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 891</td>
<td>Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 894</td>
<td>Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 895</td>
<td>Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]</td>
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</tr>
<tr>
<td></td>
<td>Elective credits as needed to complete the requirements of the program</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Integrative Master’s Project</td>
<td>0</td>
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</tbody>
</table>

TOTAL CREDITS 39

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

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu
50 Credits
Master of Science in Education (M.S.Ed.)

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

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must have experience with very young children and must demonstrate a background in the liberal arts and sciences.

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 153 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 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.
**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.

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<td>or EDUC 520</td>
<td>Educating Infants and Toddlers: Programs and Activities and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
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<tr>
<td>EDUC 613</td>
<td>Understanding and Working with Families of Infants and Toddlers</td>
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<tr>
<td>EDUC 801</td>
<td>The World of the Infant: the First Year of Life [Prerequisite: EDUC 500 or EDUC 800]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 802</td>
<td>The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 891</td>
<td>Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 894</td>
<td>Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 895</td>
<td>Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 50

“Bank Street is a wonderful place to learn and grow. They truly exemplify the way that we should treat children and teach children in the way that they teach and treat us.”

Katie, Infant & Family Development & Early Intervention
Infant and Family Development and Early Intervention/Early Childhood Special Education

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@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 education at the early childhood level. The program provides early childhood educators with the broad preparation they need to work with infants, toddlers, and their families. For those students with a prior master’s degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements
See page 129 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. Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into the 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.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
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<tr>
<td>EDUC 519</td>
<td>Educating Infant and Toddlers: Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 520</td>
<td>Educating Infants and Toddlers: Programs and Activities and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 613</td>
<td>Understanding and Working with Families of Infants and Toddlers</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 801</td>
<td>The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]</td>
<td>3</td>
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<tr>
<td>EDUC 802</td>
<td>The World of Toddlers and Twos: the Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]</td>
<td>3</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
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<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]</td>
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<tr>
<td>EDUC 932</td>
<td>Supervised Fieldwork/Advisement (3 credits per semester; 2 semesters)</td>
<td>6</td>
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<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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</tbody>
</table>

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.

Certification
Graduates are eligible for New York State certification in Teaching Students with Disabilities, birth through grade 2. See page 153 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 is a requirement of this program. Courses in this program are aligned with the competencies of the New York State Infant Mental Health Endorsement.

Elective credits as needed to complete the requirements of the program

TOTAL CREDITS 36
Infant and Family Development and Early Intervention/Dual Degree with Hunter College School of Social Work

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu

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

This program is designed for those who wish to prepare for careers working with infants and parents and their families and who hope to combine their interest in child development and education with their interest in social work. Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) and a Master of Social Work (M.S.W.). The program has additional course requirements (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 129 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.

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.

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<tr>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
<td>3</td>
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<tr>
<td>EDUC 519</td>
<td>Educating Infants and Toddlers: Environments</td>
<td>3</td>
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<tr>
<td>or EDUC 520</td>
<td>Educating Infants and Toddlers: Programs and Activities and Emergent Literacy</td>
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<td>EDUC 802</td>
<td>The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 891</td>
<td>Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
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</tbody>
</table>

**TOTAL CREDITS** 34
Early Childhood General Education

Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu
Wendy Pollock, Co-Director: 212-875-4504; wpollock@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 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification
Graduates are eligible for New York State certification in Early Childhood General Education, birth through grade 2. See page 153 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 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.

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<td>Child Development</td>
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<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
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<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
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<tr>
<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 551</td>
<td>Science Inquiry for Children in the Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2 or 3</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
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<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
<td>2</td>
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<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
<td>3</td>
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<tr>
<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N–3)</td>
<td>3</td>
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<tr>
<td>or EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
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<tr>
<td>EDUC 604</td>
<td>Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings</td>
<td>2</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
<td>3</td>
</tr>
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<td>Elective credits as needed to complete the requirements of the program</td>
<td>1 – 3</td>
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<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
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<tr>
<td>EDUC 991</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])</td>
<td>1</td>
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<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td></td>
<td>Integrative Master’s Project</td>
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</tbody>
</table>

TOTAL CREDITS 45
Early Childhood General Education Advanced Standing

Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu
Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu

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

This cohort program is for experienced teachers who are working in a UPK/4s 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 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences, have at least five years of teaching experience and be a teacher in a UPK/4s classroom.

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.

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<td>Child Development</td>
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<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
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<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 603</td>
<td>Assistive Technology in Early Childhood Inclusive and Special Education Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
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</tr>
<tr>
<td>EDUC 894</td>
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</tr>
<tr>
<td>EDUC 895</td>
<td>Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]</td>
<td>2</td>
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<tr>
<td>TESL 660</td>
<td>TESOL Methodologies (PreK-6)</td>
<td>3</td>
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<tr>
<td>EDUC 932</td>
<td>Supervised Fieldwork/Advisement (3 credits per semester; 2 semesters)</td>
<td>6</td>
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<td>STMD 100</td>
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</tbody>
</table>

Integrative Master’s Project

TOTAL CREDITS 30

Certification
Graduates are eligible for New York State certification in Early Childhood General Education, birth through grade 2. See page 153 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 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.
Early Childhood Special and General Education Dual Certification

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu

50 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 is offered either on campus or fully online.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

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 153 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 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

**Course Requirements**  
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<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
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<tr>
<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
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</tr>
<tr>
<td>EDUC 535*</td>
<td>Science for Teachers (Grades N – 6)</td>
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<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
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<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 823</td>
<td>Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]</td>
<td>1</td>
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<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]</td>
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<tr>
<td>EDUC 893</td>
<td>Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]</td>
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<td></td>
<td>Elective credits as needed to complete the requirements of the program</td>
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<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 992</td>
<td>Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers</td>
<td>3</td>
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<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Integrative Master’s Project</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**  
50

*Because head and assistant teachers are required to take EDUC 992, they are advised to select EDUC 535 or TEED 648N 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

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu

32 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, preschool 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 is offered either on campus or fully online.

Admissions Requirements
See page 129 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. 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 153 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 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.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 603</td>
<td>Assistive Technology in Early Childhood Inclusive and Special Education Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 823</td>
<td>Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]</td>
<td>2</td>
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<tr>
<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisites: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 893</td>
<td>Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 894</td>
<td>Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 895</td>
<td>Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>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.)</td>
<td>3 – 6</td>
</tr>
<tr>
<td>EDUC 931</td>
<td>Supervised Fieldwork/Advisement</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 992</td>
<td>Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers</td>
<td>3</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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<tr>
<td></td>
<td>Integrative Master’s Project</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>
Early Childhood Special Education Advanced Certificate (Non-Degree)

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@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 129 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.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 603</td>
<td>Assistive Technology in Early Childhood Inclusive and Special Education Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>Designing and Managing Classroom Environments in Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 803*</td>
<td>Developmental Variations</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 893</td>
<td>Approaches to Early Childhood Assessment</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 894</td>
<td>Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 895</td>
<td>Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 931**</td>
<td>Supervised Fieldwork/Advisement</td>
<td>6</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

Certification

Students who complete this sequence are eligible for New York State certification in Teaching Students with Disabilities, birth through grade 2. See page 153 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 29) 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 is a requirement of this program.
Early Childhood Special and General Education Dual Certification/Dual Degree with Columbia University School of Social Work

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu

45 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 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences. 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 153 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 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
</tr>
<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
</tr>
<tr>
<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N - 6)</td>
</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N - 6)</td>
</tr>
<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N - 6)</td>
</tr>
<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
</tr>
<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
</tr>
<tr>
<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]</td>
</tr>
<tr>
<td>EDUC 893</td>
<td>Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
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<tr>
<td>EDUC 992</td>
<td>Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
</tr>
</tbody>
</table>

Integrative Master’s Project

TOTAL CREDITS 45
Early Childhood Special Education/
Dual Degree with Columbia University School of Social Work

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu

32 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 129 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. 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, birth through grade 2. See page 153 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 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.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 603</td>
<td>Assistive Technology in Early Childhood Inclusive and Special Education Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 893</td>
<td>Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective credits as needed to complete the requirements of the program</td>
<td>3 – 6</td>
</tr>
<tr>
<td>EDUC 931</td>
<td>Supervised Fieldwork/Advisement</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 992</td>
<td>Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers</td>
<td>3</td>
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<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<td>STMD 110</td>
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<td>Integrative Master’s Project</td>
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</table>

TOTAL CREDITS 32
### Early Childhood and Childhood General Education Dual Certification

**Abby Kerlin, Co-Director: 212-875-4502; akerlin@bankstreet.edu**  
**Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Master of Science in Education (M.S.Ed.)</th>
</tr>
</thead>
</table>

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

### Admissions Requirements

See page 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

### 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.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 551</td>
<td>Science Inquiry for Children in the Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2 or 3</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Choose one of the following reading and literacy pairs:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>and EDUC 867</td>
<td>The Teacher’s Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6)</td>
<td>1</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 568</td>
<td>Teaching Literacy in the Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>and EDUC 867</td>
<td>The Teacher’s Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Choose one of the following language and literature pairs:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>and EDUC 865</td>
<td>Children’s Literature for Grades 3–6 [Prerequisite: EDUC 564 or permission of instructor]</td>
<td>1</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 565</td>
<td>Children’s Literature in the Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>and EDUC 864</td>
<td>Emergent Literacy and Selecting Literature for Young Children [Prerequisite: EDUC 565]</td>
<td>1</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 565</td>
<td>Children’s Literature in the Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>and TEED 505N</td>
<td>Selecting and Evaluating Recently Published Children’s Books (PreK – 4)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
<td>2</td>
</tr>
</tbody>
</table>

**Choose one of the following curriculum pairs:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N–3)</td>
<td>3</td>
</tr>
<tr>
<td>and EDUC 866</td>
<td>A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades</td>
<td>1</td>
</tr>
</tbody>
</table>

**OR**

(continued on next page)
### Course Requirements (continued from previous page)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 866</td>
<td>A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>[Prerequisite: EDUC 510 or EDUC 514]</td>
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<tr>
<td>OR</td>
<td>EDUC 513 Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
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<tr>
<td>and EDUC 606</td>
<td>Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum</td>
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<td>OR</td>
<td>EDUC 517 Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)</td>
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<tr>
<td>and EDUC 606</td>
<td>Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum</td>
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<tr>
<td>EDUC 604</td>
<td>Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings</td>
<td>2</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
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<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</tr>
</tbody>
</table>

**TOTAL CREDITS** | 46
Childhood General Education

Nesta Marshall, Co-Director: 212-875-4559; nmarshall@bankstreet.edu
Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@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 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification
Graduates are eligible for New York State certification in Childhood General Education, grades 1 through 6. See page 153 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 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.
**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.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
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<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
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<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
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<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
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<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
<td>2</td>
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<tr>
<td>or EDUC 551</td>
<td>Science Inquiry for Children in the Natural Environment</td>
<td>3</td>
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<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2 or 3</td>
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<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
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<td>EDUC 563</td>
<td>Choose one of the following reading/literacy and language/literature pairs:</td>
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<tr>
<td>and EDUC 565</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
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<td>OR</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
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<td>Teaching Literacy in the Upper Elementary Grades</td>
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<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
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<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
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<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N – 3)</td>
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<td>and EDUC 866</td>
<td>A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]</td>
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<tr>
<td>OR</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
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<tr>
<td>and EDUC 866</td>
<td>A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]</td>
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<td>OR</td>
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<td>Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum</td>
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<td>OR</td>
<td>Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)</td>
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<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
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<td>Elective credits as needed to complete the requirements of the program</td>
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<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
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<td>EDUC 991</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])</td>
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<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>Integrative Master’s Project</td>
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**TOTAL CREDITS** 45
Childhood Special and General Education Dual Certification

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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 is offered either on campus or fully online.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

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 153 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 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.

- **EDUC 500** Child Development 3
- **EDUC 500 or EDUC 800** Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] 3
- **EDUC 505** Language Acquisition and Learning in a Linguistically Diverse Society 2
- **EDUC 525** Assistive Technology as a Tool for Providing Educational Access 1
- **EDUC 530** Foundations of Modern Education 3
- **EDUC 535** Science for Teachers (Grades N – 6) 2
- **EDUC 535 or TEED 648N** The Delicate Connection of People and the Biology of the Rainforest 2 or 3
- **EDUC 540** Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) 2
- **EDUC 540 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
- **EDUC 563 or EDUC 568** Teaching Literacy in the Upper Elementary Grades 3
- **EDUC 590** Arts Workshop for Teachers (Grades N – 6) 2
- **EDUC 590 or EDUC 591** Music and Movement: Multicultural and Developmental Approaches in Grades N - 6 2
- **EDUC 513** Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6) 3
- **EDUC 605** Designing and Managing Classroom Environments in Inclusive and Special Education Settings 3
- **EDUC 803** Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor] 2
- **EDUC 805** Developmental Variations II: Emotional and Behavioral Development [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803] 2
- **EDUC 807** Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870] 2
- **EDUC 860** Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 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 [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542] 3
- **EDUC 930** Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters) 12
  - Elective credits as needed to complete the requirements of the program 0 – 1
- **EDUC 994** Integrative Seminar in High Needs Educational Settings: Extended Field Experiences in Childhood General and Special Education *(for assistant teachers and head teachers to be determined in consultation with director or advisor)* 1

**TOTAL CREDITS** 52

*Head or assistant teachers need to complete EDUC 994. Students who need to take EDUC 994 can select the EDUC 535 (2 credits) or TEED 648N (2 credits) science option in order to keep their credit total at 52 credits.*
Childhood Special Education

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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.

Admissions Requirements
See page 129 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. 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 153 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 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
Please note that candidates in the NYC DOE Bilingual Cohort must be admitted into the NYC DOE Graduate Scholarship Program (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.

“The Bank Street experience I had really enhanced my ability to teach students in the classroom. The fieldwork experiences allow for extensive and in depth analysis of my teaching methodology. The courses allowed for a wide array of learning different styles of teaching different content.”

Jill, Childhood General and Special Education
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
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<td>Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
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<td>EDUC 525</td>
<td>Assistive Technology as a Tool for Providing Educational Access</td>
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<td>EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
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<td>EDUC 576</td>
<td>Writing in the Elementary Grades</td>
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<td>EDUC 868</td>
<td>Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]</td>
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<tr>
<td>or SPED 585N</td>
<td>The Essential Orton-Gillingham</td>
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<td>EDUC 605</td>
<td>Designing and Managing Classroom Environments in Inclusive and Special Education Settings</td>
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<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]</td>
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<td>EDUC 805</td>
<td>Developmental Variations II: Emotional and Behavioral Development [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]</td>
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<td>EDUC 807</td>
<td>Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]</td>
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<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
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<tr>
<td>EDUC 862</td>
<td>Assessment, Diagnosis, and Evaluation of Children with Developmental Variations</td>
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<tr>
<td>EDUC 863</td>
<td>Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]</td>
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<td>EDUC 931</td>
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<tr>
<td>EDUC 994</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences in Childhood General and Special Education (for assistant teachers and head teachers to be determined in consultation with director or advisor)</td>
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<td>STMD 100</td>
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<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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<td>Integrative Master’s Project</td>
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**TOTAL CREDITS** 36
Childhood Special Education Advanced Certificate (Non-Degree)

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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 129 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.

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

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<td>EDUC 525</td>
<td>Assistive Technology as a Tool for Providing Educational Access</td>
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<td>EDUC 605</td>
<td>Designing and Managing Classroom Environments in Inclusive and Special Education Settings</td>
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<tr>
<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
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<td>EDUC 803</td>
<td>Developmental Variations</td>
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<tr>
<td>EDUC 805</td>
<td>Developmental Variations II: Emotional and Behavioral Development</td>
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<td>EDUC 862</td>
<td>Assessment, Diagnosis, and Evaluation of Children with Developmental Variations</td>
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<td>EDUC 863</td>
<td>Collaboration and Differentiation in the Instruction of Children with Learning Variations</td>
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<td>EDUC 931*</td>
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<td>State Mandated Training in Dignity for All Students Act</td>
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TOTAL CREDITS 15 – 21*

* 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 Wontropolis, Co-Director: 212-875-4474; jwontropolis@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarsshall@bankstreet.edu

44 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 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences. 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 153 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 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.
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.

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<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
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<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
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<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
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<td>Science Inquiry for Children in the Natural Environment</td>
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<td>or TEED 648N*</td>
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<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 807</td>
<td>Teaching Children with Developmental Variations in Language and Communication</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 862</td>
<td>Assessment, Diagnosis, and Evaluation of Children with Developmental Variations</td>
<td>3</td>
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<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
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<tr>
<td>EDUC 994</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences in Childhood General and Special Education (for assistant teachers and head teachers to be determined in consultation with director or advisor)</td>
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<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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<td>Integrative Master’s Project</td>
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</table>

TOTAL CREDITS 43

* Head or assistant teachers need to complete EDUC 994. Students who need to take EDUC 994 can select the EDUC 535 (2 credits) or TEED 648N (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

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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.

Certification
Graduates are eligible for New York State certification in Teaching Students with Disabilities, grades 1 through 6. See page 153 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 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.

Admissions Requirements
See page 129 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. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 513</td>
<td>Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
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</tr>
<tr>
<td>EDUC 525</td>
<td>Assistive Technology as a Tool for Providing Educational Access</td>
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</tr>
<tr>
<td>EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
<td>2</td>
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<tr>
<td>EDUC 576</td>
<td>Writing in Elementary Grades</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 868</td>
<td>Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]</td>
<td>2</td>
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<tr>
<td>or SPED 585N</td>
<td>The Essential Orton-Gillingham</td>
<td>2</td>
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<tr>
<td>EDUC 605</td>
<td>Designing and Managing Classroom Environments in Inclusive and Special Education Settings</td>
<td>3</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 805</td>
<td>Developmental Variations II: Emotional and Behavioral Development [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]</td>
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<tr>
<td>EDUC 807</td>
<td>Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]</td>
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</tr>
<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
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</tr>
<tr>
<td>EDUC 862</td>
<td>Assessment, Diagnosis, and Evaluation of Children with Developmental Variations</td>
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<tr>
<td>EDUC 863</td>
<td>Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]</td>
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<tr>
<td>EDUC 867</td>
<td>Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]</td>
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<td>EDUC 931</td>
<td>Supervised Fieldwork/Advisement</td>
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<tr>
<td>EDUC 994</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences in Childhood General and Special Education (for assistant teachers and head teachers to be determined in consultation with director or advisor)</td>
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<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>STMD 105</td>
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<td>0</td>
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<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
Adolescent Mathematics, Grades 7-12

Valentine Burr, Director: 212-875-4791; vburr@bankstreet.edu
39 Credits
Master of Science in Education (M.S.Ed.)

This program is designed for those applicants seeking preparation to teach mathematics in schools, grades 7-12. This program will prepare students to teach mathematics for conceptual understanding, with a focus on student-centered pedagogies appropriate for adolescent development. This blended program is a cohort model, which supports a sustained learning community throughout the student’s tenure in the program.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants are expected to have breadth across the liberal arts curriculum, as well as eighteen semester hours (or the equivalent) of study in math content courses.

Certification
Graduates of this program will be eligible for New York State certification in Adolescent Education: Mathematics, Grades 7-12. No prior teaching certification is necessary for this program. See page 153 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 is a requirement of this program.

Supervised Fieldwork/Advisement
New York State requires all graduate students in this program to have supervised fieldwork experiences teaching mathematics in grades 7-9 and in grades 10-12, 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

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDUC 502</td>
<td>Human Development</td>
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<tr>
<td>EDUC 528</td>
<td>Curriculum and Assessment for Adolescent Mathematics</td>
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<tr>
<td>EDUC 543</td>
<td>Diverse Learners in Specialized and Inclusive Settings [Prerequisite: EDUC 500, EDUC 502 or EDUC 800]</td>
<td>3</td>
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<tr>
<td>EDUC 545</td>
<td>Math for Middle and High School Teachers in Diverse and Inclusive Classrooms</td>
<td>3</td>
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<tr>
<td>MATH 641</td>
<td>Integrated Mathematics I for Middle and High School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 642</td>
<td>Integrated Mathematics II for Middle and High School Teachers [Prerequisite: MATH 641]</td>
<td>3</td>
</tr>
<tr>
<td>MATH 643</td>
<td>Integrated Mathematics III for Middle and High School Teachers [Prerequisites: MATH 641 and MATH 642]</td>
<td>3</td>
</tr>
<tr>
<td>MATH 644</td>
<td>Integrated Mathematics IV for Middle and High School Teachers [Prerequisites: MATH 641, MATH 642, and MATH 643]</td>
<td>3</td>
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<tr>
<td>EDUC 804</td>
<td>Supporting Language and Literacy Development across the Curriculum: 7-12 [Prerequisite: EDUC 502]</td>
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<tr>
<td>EDUC 984</td>
<td>Adolescent Mathematics Summer Advisement</td>
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<tr>
<td>EDUC 985</td>
<td>Adolescent Mathematics Supervised Fieldwork and Advisement (3 credits per semester; 4 semesters)</td>
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<td>MAAP 500</td>
<td>Integrative Master’s Project: Culminating Project</td>
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<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</table>

TOTAL CREDITS 39
Teaching Students with Disabilities 7-12 Generalist

Valentine Burr, Director: 212-875-4791; vburr@bankstreet.edu

42-45 Credits

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

The Teaching Students with Disabilities 7-12 Generalist program is designed for applicants seeking to teach adolescents with disabilities in grades 7-12. This program prepares candidates to become resource room teachers, consultant teachers, integrated coteachers and to teach students who receive alternate assessments.

Admissions Requirements

See page 129 for graduate school admissions criteria and application process. Applicants are expected to have breadth across the liberal arts curriculum, as well as an undergraduate concentration (ten courses or thirty credits) in one of the liberal arts or sciences. Applicants must also have completed six semester hours of study in science, social studies, English language arts and mathematics.

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 153 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 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 special education or inclusion setting in grades 7-9 and in grades 10-12, 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>1st Fall</td>
<td>EDUC 502</td>
<td>Human Development</td>
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<tr>
<td>1st Fall</td>
<td>EDUC 530</td>
<td>Foundations of Modern Education</td>
<td>3</td>
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<tr>
<td>1st Spring</td>
<td>EDUC 543</td>
<td>Diverse Learners in Specialized and Inclusive Settings [Prerequisite: EDUC 500, EDUC 502 or EDUC 800]</td>
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<tr>
<td>1st Spring</td>
<td>EDUC 861</td>
<td>Formal and Informal Assessment of Adolescents with Disabilities</td>
<td>3</td>
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<tr>
<td>1st Summer 1</td>
<td>EDUC 516</td>
<td>Teaching English: Curriculum, Methods and Assessment for Adolescents with Disabilities</td>
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<tr>
<td>1st Summer 2</td>
<td>EDUC 872</td>
<td>Advocacy, Collaboration and Transition: Negotiating Adolescents’ Identities across School, Family and Community [Prerequisites: EDUC 502 and EDUC 543]</td>
<td>3</td>
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<tr>
<td>1st Summer 2</td>
<td>EDUC 804</td>
<td>Supporting Language and Literacy Development across the Curriculum: 7-12 [Prerequisite: EDUC 502]</td>
<td>3</td>
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<tr>
<td>2nd Fall</td>
<td>EDUC 806</td>
<td>Social Emotional Variations in Adolescence: Creating Supportive Classroom Environments [Prerequisites: EDUC 502 and EDUC 543]</td>
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<tr>
<td>2nd Fall</td>
<td>EDUC 512</td>
<td>Teaching Social Studies and Study Skills: Curriculum, Assessment and Methods for Adolescents with Disabilities</td>
<td>3</td>
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<td>2nd Fall</td>
<td>Edu 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
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<tr>
<td>2nd Spring</td>
<td>EDUC 526</td>
<td>Teaching Mathematics, Science and Technology: Curriculum, Methods and Assessment for Adolescents with Disabilities</td>
<td>3</td>
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<td>2nd Summer 1</td>
<td>EDUC 993</td>
<td>Summer Special Education Supervised Fieldwork/Advisement for 7-12 Head Teachers and Assistant Teachers</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</table>

**TOTAL CREDITS** 42-45*

*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers must complete a 3-credit summer field placement.
Dual Language/Bilingual Early Childhood General Education

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu  
Abby Kerlin, Co-Director: 212-875-4502; akerlin@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 129 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English and demonstrate a background in the liberal arts and sciences.

Certification  
Graduates are eligible for New York State certification in Early Childhood General Education, birth through grade 2, with the bilingual extension. See page 153 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 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
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</tr>
<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
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<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
<td>2</td>
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<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
<td>2</td>
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<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 515*</td>
<td>Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 513 or EDUC 514 or permission of instructor]</td>
<td>3</td>
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<tr>
<td>TESL 530*</td>
<td>Theoretical Foundations: Social, Cultural, &amp; Linguistic Diversity in School Communities*</td>
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<tr>
<td>EDUC 560*</td>
<td>Native Language Literacy for Spanish-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<tr>
<td>or EDUC 559*</td>
<td>Native Language Literacy for Mandarin Chinese-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<tr>
<td>EDUC 561*</td>
<td>Linguistics: Implications for Teachers*</td>
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<td>TESL 862*</td>
<td>Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*</td>
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<td>EDUC 870*</td>
<td>The Teaching of English as a New Language*</td>
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<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 991</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])</td>
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<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>State Mandated Training in Dignity for All Students Act</td>
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<tr>
<td></td>
<td>Integrative Master’s Project</td>
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</table>

TOTAL CREDITS 48
Dual Language/Bilingual Early Childhood Special and General Education
Dual Certification

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@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 129 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English and must demonstrate a background in the liberal arts and sciences.

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 153 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 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.
### 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.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
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<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
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<td>Science for Teachers (Grades N – 6)</td>
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</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
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<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
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<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
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<tr>
<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
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<td>EDUC 823</td>
<td>Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]</td>
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<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8)</td>
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<tr>
<td>or EDUC 893</td>
<td>Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts</td>
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<tr>
<td>or EDUC 894</td>
<td>Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 803 or EDUC 894]</td>
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<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
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<td>EDUC 990</td>
<td>Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers</td>
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<td>TESL 530</td>
<td>Theoretical Foundations: Social, Cultural, &amp; Linguistic Diversity in School Communities*</td>
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<tr>
<td>EDUC 560</td>
<td>Native Language Literacy for Spanish-Speaking Children*</td>
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<td>or EDUC 559</td>
<td>Native Language Literacy for Mandarin Chinese-Speaking Children*</td>
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<td>EDUC 561</td>
<td>Linguistics: Implications for Teachers*</td>
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<td>TESL 862</td>
<td>Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*</td>
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<td>EDUC 870</td>
<td>The Teaching of English as a New Language*</td>
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<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
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<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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<td>Integrative Master’s Project</td>
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</tbody>
</table>

**TOTAL CREDITS**: 54
Dual Language/Bilingual Early Childhood Special Education

Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu
Abby Kerlin, Co-Director: 212-875-4502; akerlin@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 129 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. 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 153 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 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 bilingual/dual language program is like a family. The relationships I developed with my professors and colleagues made the process less arduous, more meaningful and enjoyable. I do not believe I would have become the educator I am today anywhere else!”

Ivy, Dual Language/Bilingual Childhood Special and General 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.

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<tr>
<td>EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
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<td>EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
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<tr>
<td>EDUC 603</td>
<td>Assistive Technology in Early Childhood Inclusive and Special Education Settings</td>
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<td>EDUC 629</td>
<td>Education of Children with Autism Spectrum Disorders</td>
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<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
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<td>EDUC 823</td>
<td>Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]</td>
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<td>EDUC 869</td>
<td>Supporting Early Language and Literacy for Children with Developmental Variations (Birth-8) [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]</td>
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<tr>
<td>EDUC 893</td>
<td>Approaches to Early Childhood Assessment [Prerequisite: EDUC 803 or EDUC 894]</td>
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<td>EDUC 894</td>
<td>Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803]</td>
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<td>EDUC 895</td>
<td>Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction [Prerequisite: EDUC 894]</td>
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<tr>
<td>EDUC 515*</td>
<td>Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 513 or EDUC 514 or permission of instructor]</td>
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<tr>
<td>TESL 530*</td>
<td>Theoretical Foundations: Social, Cultural, &amp; Linguistic Diversity in School Communities*</td>
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<tr>
<td>EDUC 560*</td>
<td>Native Language Literacy for Spanish-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 559*</td>
<td>Native Language Literacy for Mandarin Chinese-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 561*</td>
<td>Linguistics: Implications for Teachers*</td>
<td>1</td>
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<tr>
<td>TESL 862*</td>
<td>Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*</td>
<td>3</td>
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<tr>
<td>EDUC 870*</td>
<td>The Teaching of English as a New Language*</td>
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<td>EDUC 931</td>
<td>Supervised Fieldwork/Advisement</td>
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<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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**TOTAL CREDITS**: 39
Dual Language/Bilingual Childhood General Education

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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 129 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English and demonstrate a background in the liberal arts and sciences.

Certification
Graduates are eligible for New York State certification in Childhood General Education, grades 1 through 6, with the bilingual extension. See page 153 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 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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>EDUC 500</td>
<td>Child Development</td>
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<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
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<tr>
<td>or TED 484N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
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<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
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<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
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<td>EDUC 568</td>
<td>Teaching Literacy in the Upper Elementary Grades</td>
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<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
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<tr>
<td>EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
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<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
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<tr>
<td>EDUC 515*</td>
<td>Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 510 or EDUC 514 or permission of instructor]</td>
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<tr>
<td>TESL 530*</td>
<td>Theoretical Foundations: Social, Cultural, &amp; Linguistic Diversity in School Communities* [Prerequisites: TESL 530 or EDUC 510 or permission of instructor]</td>
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<tr>
<td>EDUC 560*</td>
<td>Native Language Literacy for Spanish-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<tr>
<td>or EDUC 559*</td>
<td>Native Language Literacy for Mandarin Chinese-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 561*</td>
<td>Linguistics: Implications for Teachers* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<td>TESL 862*</td>
<td>Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<td>EDUC 870*</td>
<td>The Teaching of English as a New Language* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
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<td>EDUC 991</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])</td>
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</table>

TOTAL CREDITS: 45
Dual Language/Bilingual Childhood Special and General Education Dual Certification

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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 129 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish or Mandarin and English languages and must demonstrate a background in the liberal arts and sciences.

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 153 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 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.
### 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.

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<th>Course Code</th>
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<td>Science for Teachers (Grades N – 6)</td>
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<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
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<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
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<tr>
<td>or EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
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<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
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<td>Teaching Literacy in the Upper Elementary Grades</td>
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<td>Arts Workshop for Teachers (Grades N – 6)</td>
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<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
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<td>EDUC 605</td>
<td>Designing and Managing Classroom Environments in Inclusive and Special Education Settings</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
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<td>EDUC 805</td>
<td>Developmental Variations II: Emotional and Behavioral Development [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]</td>
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<tr>
<td>EDUC 807</td>
<td>Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s); EDUC 505; or EDUC 561 and EDUC 870]</td>
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<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
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<tr>
<td>EDUC 862</td>
<td>Assessment, Diagnosis, and Evaluation of Children with Developmental Variations</td>
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<tr>
<td>EDUC 863</td>
<td>Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]</td>
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<tr>
<td>EDUC 515*</td>
<td>Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 513 or EDUC 514 or permission of instructor]</td>
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<td>TESL 530*</td>
<td>Theoretical Foundations: Social, Cultural, &amp; Linguistic Diversity in School Communities*</td>
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<td>EDUC 560*</td>
<td>Native Language Literacy for Spanish-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<td>or EDUC 559*</td>
<td>Native Language Literacy for Mandarin Chinese-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<tr>
<td>EDUC 561*</td>
<td>Linguistics: Implications for Teachers*</td>
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<tr>
<td>TESL 862*</td>
<td>Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*</td>
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<tr>
<td>EDUC 870*</td>
<td>The Teaching of English as a New Language*</td>
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<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 994</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences in Childhood General and Special Education (for assistant teachers and head teachers to be determined in consultation with director or advisor)</td>
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<td>STMD 100</td>
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<td>Integrative Master’s Project</td>
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</table>

**TOTAL CREDITS** 58-59
Dual Language/Bilingual Childhood Special Education

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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 129 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. 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, with the bilingual extension. See page 153 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 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.

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<td>EDUC 525</td>
<td>Assistive Technology as a Tool for Providing Educational Access</td>
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<td>EDUC 542</td>
<td>Assessment and Instruction in Teaching Mathematics to Children with Learning Variations</td>
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<td>EDUC 576</td>
<td>Writing in the Elementary Grades</td>
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<td>or EDUC 868</td>
<td>Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]</td>
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<tr>
<td>or SPED 585N</td>
<td>The Essential Orton–Gillingham (Grades 1 – 6)</td>
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<tr>
<td>EDUC 605</td>
<td>Designing and Managing Classroom Environments in Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 807</td>
<td>Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]</td>
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<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
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<tr>
<td>EDUC 862</td>
<td>Assessment, Diagnosis, and Evaluation of Children with Developmental Variations</td>
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<tr>
<td>EDUC 863</td>
<td>Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]</td>
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<tr>
<td>EDUC 515*</td>
<td>Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 513 or EDUC 514 or permission of instructor]</td>
<td>3</td>
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<tr>
<td>TESL 530*</td>
<td>Theoretical Foundations: Social, Cultural, &amp; Linguistic Diversity in School Communities*</td>
<td>3</td>
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<tr>
<td>EDUC 560*</td>
<td>Native Language Literacy for Spanish-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<tr>
<td>or EDUC 559*</td>
<td>Native Language Literacy for Mandarin Chinese-Speaking Children* [Prerequisites: TESL 530 and EDUC 561 or permission of instructor]</td>
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<tr>
<td>EDUC 561*</td>
<td>Linguistics: Implications for Teachers*</td>
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<tr>
<td>TESL 862*</td>
<td>Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations*</td>
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<tr>
<td>EDUC 870*</td>
<td>The Teaching of English as a New Language*</td>
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<td>EDUC 931</td>
<td>Supervised Fieldwork/Advisement</td>
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<tr>
<td>EDUC 994</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences in Childhood General and Special Education (for assistant teachers and head teachers to be determined in consultation with director or advisor)</td>
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<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</tbody>
</table>

**Integrative Master’s Project**

**TOTAL CREDITS** 42-43
Bilingual Extension (Non-Degree)

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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.

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 153 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 Registrar’s Office.

Course Requirements

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 515</td>
<td>Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms</td>
<td>3</td>
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<tr>
<td>TESL 530</td>
<td>Theoretical Foundations: Social, Cultural, &amp; Linguistic Diversity in School Communities</td>
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<tr>
<td>EDUC 560</td>
<td>Native Language Literacy for Spanish-Speaking Children</td>
<td>2</td>
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<tr>
<td>or EDUC 559</td>
<td>Native Language Literacy for Mandarin Chinese-Speaking Children*</td>
<td>2</td>
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<tr>
<td>EDUC 561</td>
<td>Linguistics: Implications for Teachers</td>
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<tr>
<td>TESL 862</td>
<td>Assessment and Differentiation for Linguistically Diverse Students with Developmental Variations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 870</td>
<td>The Teaching of English as a New Language</td>
<td>3</td>
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</tbody>
</table>

TOTAL CREDITS 15

“One facet of the Dual Language/Bilingual program I really appreciate is that it’s so well rounded. While we certainly focus on the theory behind bilingual education and spend time designing dual language curricula, there is also a cultural and linguistic aspect to the program that allows us to focus on being culturally responsive in the classroom, exploring our own connection to Latino culture, and developing our own Spanish language skills. As a non-native speaker, I have really valued these experiences.”

Emily, Dual Language/Bilingual Childhood Special and General Education
Teaching English to Speakers of Other Languages (TESOL)

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@bankstreet.edu
42 – 45 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.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants are expected to have breadth across the liberal arts curriculum, as well as an undergraduate concentration (ten courses or thirty credits) in one of the liberal arts or sciences. As part of their general education coursework, applicants must also 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 153 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 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
EDUC 502 Human Development 3
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
EDUC 543 Diverse Learners in Specialized and Inclusive Settings [Prerequisite: EDUC 500, EDUC 502 or EDUC 800] 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 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
STMD 100 State Mandated Training on School Violence Prevention 0
STMD 105 State Mandated Training in Child Abuse Identification and Reporting 0
STMD 110 State Mandated Training in Dignity for All Students Act 0
Integrative Master’s Project 0
TESL 992* Alternative Summer Supervised Fieldwork/Advisement for Head Teachers and Assistant Teachers 3

TOTAL CREDITS 42-45*

*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers must complete a 3-credit summer field placement.
Teaching English to Speakers of Other Languages (TESOL) Advanced Certificate

Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@bankstreet.edu
Nesta Marshall, Co-Director: 212-875-4559; nmarshall@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 129 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. Applicants must also have at least 12 semester hours or the equivalent of study of a language other than English.

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TESL 561</td>
<td>Linguistics in Education [Prerequisite: TESL 530]</td>
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<tr>
<td>TESL 563*</td>
<td>The Teaching of Reading, Writing, &amp; Language Arts in ENL Settings (PreK-12) [Prerequisite: TESL 530]</td>
<td>3</td>
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<tr>
<td>TESL 870</td>
<td>The Teaching of English Grammars &amp; Discourse in ENL Settings [Prerequisite: TESL 561]</td>
<td>3</td>
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<tr>
<td>TESL 660</td>
<td>TESOL Methodologies (PreK-6) [Prerequisite: TESL 870]</td>
<td>3</td>
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<tr>
<td>TESL 661</td>
<td>TESOL Research and Methodologies (7-12) [Prerequisite: TESL 660]</td>
<td>3</td>
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<td>EDUC 931**</td>
<td>Supervised Fieldwork/Advisement (PreK-6) OR (7-12)</td>
<td>6</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</table>

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).
Museum Education (Non-Certification)

Brian Hogarth, Director: 212–875–4704; bhogarth@bankstreet.edu
42 Credits
Master of Science in Education (M.S.Ed.)

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

Admissions Requirements
See page 129 for graduate school admissions criteria and application process.

Certification
Graduates of this program are not eligible for certification.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDUC 500</td>
<td>Child Development</td>
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<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
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<tr>
<td>EDUC 518</td>
<td>School/Museum Curriculum Development (K – 8)</td>
<td>3</td>
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<tr>
<td>EDUC 533</td>
<td>Seminar in Museum Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 551</td>
<td>Science Inquiry for Children in the Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
<td>2 or 3</td>
</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2 or 3</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N – 3)</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 513</td>
<td>Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 517</td>
<td>Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Exhibition Development and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 616</td>
<td>Introduction to Research and Evaluation Practice in Museum Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]</td>
<td>2</td>
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<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
<td>3</td>
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<tr>
<td>EDUC 815</td>
<td>Seminar in Museum Education II [Prerequisite: EDUC 533]</td>
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<td>Elective credits as needed to complete the requirements of the program</td>
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<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
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<tr>
<td></td>
<td>Integrative Master’s Project</td>
<td>12</td>
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</tbody>
</table>

**TOTAL CREDITS**

42

“Bank Street has given me the vocabulary that I need to not only talk about what I do but why it’s important. It helped me to solidify what I believe in as an educator and determine what kind of educator I am.”

Charissa, Museum Education Program
Museum Education: Childhood

Brian Hogarth, Director: 212–875–4704; bhogarth@bankstreet.edu

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

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

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification
Graduates are eligible for New York State certification in Childhood General Education, grades 1 through 6. See page 153 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 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. Note that this program is restricted to student teachers as all graduate students will need to spend the spring semester of their supervised fieldwork year in a museum setting.
### 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 800</td>
<td>The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 518</td>
<td>School/Museum Curriculum Development (K – 8)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 533</td>
<td>Seminar in Museum Education I</td>
<td>2</td>
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<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
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<tr>
<td>or EDUC 551</td>
<td>Science Inquiry for Children in the Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
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<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
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<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2 or 3</td>
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<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
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<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
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<tr>
<td>and EDUC 565</td>
<td>Children's Literature in the Upper Elementary Grades</td>
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<tr>
<td>OR</td>
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<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
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<tr>
<td>and EDUC 568</td>
<td>Teaching Literacy in the Upper Elementary Grades</td>
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</tr>
<tr>
<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N – 3)</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 513</td>
<td>Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 517</td>
<td>Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Exhibition Development and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 616</td>
<td>Introduction to Research and Evaluation Practice in Museum Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]</td>
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<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]</td>
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<tr>
<td>EDUC 815</td>
<td>Seminar in Museum Education II [Prerequisite: EDUC 533]</td>
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<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</tr>
<tr>
<td>Integrative Master’s Project</td>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 47
Teaching Literacy and Childhood General Education Dual Certification

Nesta Marshall, Co-Director: 212-875-4559; nmarshall@bankstreet.edu
Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@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 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

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 153 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 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.
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
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<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
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<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
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<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 536</td>
<td>Foundations: The Influence of Culture and Politics on Literacy Theory and Practice</td>
<td>2</td>
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<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
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<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>and EDUC 565</td>
<td>Children’s Literature in the Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
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<tr>
<td>and EDUC 568</td>
<td>Teaching Literacy in the Upper Elementary Grades</td>
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<td>EDUC 576</td>
<td>Writing in the Elementary Grades</td>
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<td>Arts Workshop for Teachers (Grades N – 6)</td>
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<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
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<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N – 3)</td>
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<tr>
<td>or EDUC 513</td>
<td>Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
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<tr>
<td>or EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
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<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 862</td>
<td>Assessment, Diagnosis, and Evaluation of Children with Developmental Variations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 867</td>
<td>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]</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 868</td>
<td>Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]</td>
<td>2</td>
</tr>
<tr>
<td>LEAD 561</td>
<td>Supervising and Supporting Literacy Instruction in Diverse Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 943</td>
<td>Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860]</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 874</td>
<td>Clinical Practicum/Advisement for Reading &amp; Literacy (for students completing supervised fieldwork as working teachers)</td>
<td>3</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
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<td>STMD 105</td>
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<tr>
<td>STMD 110</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>Integrative Master’s Project</td>
<td>0</td>
</tr>
</tbody>
</table>

**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

Nesta Marshall, Co-Director: 212-875-4559; nmarshall@bankstreet.edu
Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@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 129 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. 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 Literacy, birth through grade 6. See page 153 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 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.
## 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 808</td>
<td>The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 536</td>
<td>Foundations: The Influence of Culture and Politics on Literacy Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 568</td>
<td>Teaching Literacy in the Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 576</td>
<td>Writing in the Elementary Grades</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 807</td>
<td>Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
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<td>EDUC 862</td>
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<td>EDUC 867</td>
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</tr>
<tr>
<td>LEAD 561</td>
<td>Supervising and Supporting Literacy Instruction in Diverse Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 573</td>
<td>Storytelling with Children</td>
<td>1</td>
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<tr>
<td>or EDUC 865</td>
<td>Children’s Literature for Grades 3 – 6</td>
<td>1</td>
</tr>
<tr>
<td>or SETE 513N</td>
<td>Bibliotherapy in the Early Childhood Setting</td>
<td>1</td>
</tr>
<tr>
<td>or TEED 593N</td>
<td>Words that Move Us: Teaching Language Arts Kinesthetically</td>
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<td>or EDUC 561</td>
<td>Linguistics: Implications for Teachers</td>
<td>1</td>
</tr>
<tr>
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<td>Integrative Master’s Project</td>
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</tbody>
</table>

### TOTAL CREDITS

37 – 40*

*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

Nesta Marshall, Co-Director: 212-875-4559; nmarshall@bankstreet.edu
Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@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 129 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. 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 Literacy, birth through grade 6. See page 153 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 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.
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.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>DEVELOPMENT COURSES: 3 credits (determined with advisor based on undergraduate work)</td>
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<tr>
<td>or EDUC 808</td>
<td>Child Development</td>
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<tr>
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</tbody>
</table>

**TOTAL CREDITS** 37 – 40*

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

Nesta Marshall, Co-Director: 212-875-4559; nmarshall@bankstreet.edu
Jessica Wontropski, Co-Director: 212-875-4474; jwontropski@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 129 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. 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 Literacy, birth through grade 6. See page 153 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 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.
### 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.

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>EDUC 536</td>
<td>Foundations: The Influence of Culture and Politics on Literacy Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 807</td>
<td>Teaching Children with Developmental Variations in Language and Communication [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]</td>
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</tr>
<tr>
<td>EDUC 860</td>
<td>Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]</td>
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<td>EDUC 867</td>
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<tr>
<td>EDUC 868</td>
<td>Approaches to Teaching Decoding to Diverse Learners [Prerequisite: EDUC 860]</td>
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<tr>
<td>LEAD 561</td>
<td>Supervising and Supporting Literacy Instruction in Diverse Settings</td>
<td>1</td>
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Select 4 credits from the following:

<table>
<thead>
<tr>
<th>CONCENTRATION IN CURRICULUM</th>
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<tbody>
<tr>
<td>EDUC 576 Writing in the Elementary Grades</td>
</tr>
<tr>
<td>EDUC 865 Children’s Literature for Grades 3 – 6</td>
</tr>
<tr>
<td>EDUC 513 Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
</tr>
<tr>
<td>EDUC 573 Storytelling with Children</td>
</tr>
<tr>
<td>SETE 513N Bibliotherapy in the Early Childhood Setting (Grades Pre-School – 3)</td>
</tr>
<tr>
<td>TEED 593N Words that Move Us: Teaching Language Arts Kinesthetically</td>
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</table>

<table>
<thead>
<tr>
<th>CONCENTRATION IN LEADERSHIP</th>
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</thead>
<tbody>
<tr>
<td>LEAD 510 Leadership in Curriculum and Instruction</td>
</tr>
<tr>
<td>LEAD 534 Foundations of Educational Leadership: Adult Development</td>
</tr>
<tr>
<td>LEAD 528N Dynamic Leadership: Inspiring and Supporting Your Teaching Faculty</td>
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</table>

<table>
<thead>
<tr>
<th>CONCENTRATION IN LINGUISTIC DIVERSITY</th>
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<tbody>
<tr>
<td>EDUC 505 Language Acquisition and Learning in a Linguistically Diverse Society</td>
</tr>
<tr>
<td>EDUC 561 Linguistics: Implications for Teachers</td>
</tr>
<tr>
<td>EDUC 651 Special Study: Strategies for Language and Concept Development</td>
</tr>
<tr>
<td>TESL 530 Theoretical Foundations: Social, Cultural, and Linguistic Diversity in School</td>
</tr>
<tr>
<td>TESL 862 Understanding Assessment, Evaluation, and Differentiation for Linguistically Diverse Students with Developmental Variations</td>
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<table>
<thead>
<tr>
<th>CONCENTRATION IN SPECIAL EDUCATION</th>
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<tbody>
<tr>
<td>EDUC 513 Social Studies Curriculum Development for Inclusive and Special Education Settings (Grades 1 – 6)</td>
</tr>
<tr>
<td>EDUC 803 Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor.]</td>
</tr>
<tr>
<td>EDUC 863 Collaboration and Differentiation in the Instruction of Children with Learning Variations [Prerequisites: EDUC 803; EDUC 563 or or EDUC 567 or EDUC 568 or EDUC 540 or EDUC 542.]</td>
</tr>
<tr>
<td>SPED 585N The Essential Orton-Gillingham</td>
</tr>
<tr>
<td>EDUC 525 Assistive Technology as a Tool for Providing Educational Access</td>
</tr>
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</table>

| EDUC 943 Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860] | 12 |
| EDUC 874* Clinical Practicum/Advisement for Reading & Literacy (for students completing supervised fieldwork as working teachers) | 3 |
| STMD 100 State Mandated Training on School Violence Prevention | 0 |
| STMD 105 State Mandated Training in Child Abuse Identification and Reporting | 0 |
| STMD 110 State Mandated Training in Dignity for All Students Act | 0 |

Integrative Master’s Project | 0 |

**TOTAL CREDITS** 30 – 33**

*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers 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)

**Nesta Marshall, Co-Director:** 212-875-4559; nmarshall@bankstreet.edu  
**Jessica Wontropski, Co-Director:** 212-875-4474; jwontropski@bankstreet.edu

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

42 – 45 Credits

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 129 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.*

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<tr>
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<td>Foundations: The Influence of Culture and Politics on Literacy Theory and Practice</td>
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<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
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<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 565</td>
<td>Children's Literature in the Upper Elementary Grades</td>
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Choose one of the following: 1 credit

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<tr>
<td>or TEED 593N</td>
<td>Words that Move Us: Teaching Language Arts Kinesthetically</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 943</td>
<td>Teaching Literacy Supervised Fieldwork/ Advisement (6 credits per semester; 2 semesters) [Pre- or co-requisite: EDUC 860]</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 874*</td>
<td>Clinical Practicum/Advisement for Reading &amp; Literacy (for students completing supervised fieldwork as working teachers)</td>
<td>3</td>
</tr>
</tbody>
</table>

Integrative Master’s Project 0

**TOTAL CREDITS** 42 – 45*

*Students who complete Supervised Fieldwork/Advisement as head or assistant teachers must complete a 3-credit clinical practicum.*
Studies in Education: An Individualized Master’s Program

Valentine Burr, Director: 212–875–4791; vburr@bankstreet.edu
30 Credits: Master of Science in Education (M.S.Ed.)
30 Credits: Master of Education (Ed.M.)

Overview
While most of the master’s degree programs at Bank Street College lead to certification in a particular field, a few of our programs are non-certification programs designed to provide flexibility for those seeking alternative master’s programs in education designed to meet individual academic and career needs.

Studies in Education is our most flexible program. This program allows you to put together a program that meets your needs by choosing courses across programs at Bank Street, or by going into more depth in an area of professional interest.

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

Together, the student and the director will plan an appropriate course of study based on the student’s stated goals. The program may include transfer credits and/or individual study. During the year of supervised fieldwork/advisement, the student works closely with an advisor, who may call on other faculty with expertise in the field of the student’s special interest. Students in Studies in Education have pursued programs in areas such as writing for children, educational policy and advocacy, educational environments for children, creating developmentally appropriate content for television and media, science education in the elementary school, and arts education programs, to name only a few.

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

Admissions Requirements
See page 129 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.

Certification
Graduates of this program are not eligible for certification.

Supervised Fieldwork/Advisement
During one or two semesters, 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)

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in the program take courses from a few core areas:</td>
<td></td>
</tr>
<tr>
<td>- human development</td>
<td>18 – 24</td>
</tr>
<tr>
<td>- philosophy of education</td>
<td></td>
</tr>
<tr>
<td>- curriculum development</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>EDUC 930/1 Supervised Fieldwork/Advisement (1 or 2 semesters)</td>
<td>6 – 12</td>
</tr>
<tr>
<td>Integrative Master’s Project</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>30</td>
</tr>
</tbody>
</table>
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 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.

Clinical Experience and 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.

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 certification and a master’s degree. 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. Students are expected to apply for their internship the second September after their date of matriculation and must secure, begin and successfully complete an internship no later than the end of the 3rd fall semester after their date of matriculation. Students must accumulate a total of 600 hours in this setting by the completion of their internship. Students who are unable to meet this requirement will be unable to complete the certification track.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must have completed a bachelor’s degree and demonstrate experience working with children. Additionally, applicants must complete at least 100 hours of volunteer work in a child life setting and submit documentation of these hours to be considered for admission. It is recommended that students complete a child life practicum prior to applying for an internship. Internships are highly competitive; students who have completed volunteer hours with well and sick children under the direction of a Certified Child Life Specialist are likely to secure a site placement. Practicum hours cannot be substituted for volunteer hours but are highly recommended. Many sites require a practicum prior to applying for an internship.

Applicants will need to submit at least one letter of recommendation from a Certified Child Life Specialist (we recommend that this be the supervisor of the volunteer or practicum experience). Applicants must have a dedicated computer or tablet and reliable internet access to participate in this program.

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.
**Course Requirements**

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

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Fall</td>
<td>EDUC 500</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>1st Fall</td>
<td>EDUC 821</td>
<td>Child Life in the Healthcare Setting: A Family-Centered Care Approach</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 826</td>
<td>Medical Aspects of Illness: A Child Life Perspective [Prerequisite or corequisite: EDUC 500]</td>
<td>3</td>
</tr>
<tr>
<td>1st Spring</td>
<td>EDUC 503</td>
<td>Development: Adolescence through Emerging Adulthood [Prerequisite: EDUC 500]</td>
<td>3</td>
</tr>
<tr>
<td>1st Spring</td>
<td>EDUC 829</td>
<td>Therapeutic Play Techniques for Child Life Specialists [Prerequisite: EDUC 500]</td>
<td>3</td>
</tr>
<tr>
<td>1st Summer 1</td>
<td>EDUC 828</td>
<td>Loss in Children’s Lives: Implications for Schools, Hospitals, and Home [Prerequisite: EDUC 500]</td>
<td>3</td>
</tr>
<tr>
<td>1st Summer 2</td>
<td>EDUC 832</td>
<td>Cross-Cultural Perspectives: Families and Ethical Issues in Child Life Practice [Prerequisite: EDUC 500]</td>
<td>3</td>
</tr>
<tr>
<td>2nd Fall</td>
<td>EDUC 822</td>
<td>Children with Special Healthcare Needs: In the Hospital, at Home and in School [Prerequisites: EDUC 500 and EDUC 821]</td>
<td>3</td>
</tr>
<tr>
<td>2nd Fall</td>
<td>EDUC 830</td>
<td>Research for Child Life Specialists [Prerequisite: EDUC 500]</td>
<td>3</td>
</tr>
<tr>
<td>2nd Spring</td>
<td>EDUC 825</td>
<td>The Role of Child Life Beyond the Hospital: A Local, National, and Global View</td>
<td>3</td>
</tr>
<tr>
<td>2nd Spring</td>
<td>LEAD 825</td>
<td>Child Life Program Development and Administration [Prerequisite: EDUC 500]</td>
<td>3</td>
</tr>
<tr>
<td>2nd or 3rd Fall</td>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>2nd or 3rd Fall</td>
<td>EDUC 950</td>
<td>Clinical Experience and Supervised Fieldwork: Children in Healthcare Settings</td>
<td>6</td>
</tr>
<tr>
<td>2nd Fall or 2nd Spring</td>
<td>Integrative Master’s Project</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

42
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 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, provide non-pharmacological techniques to comfort children, and provide life experiences that promote optimal growth and development.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must have completed a bachelor’s degree and be a Certified Child Life Specialist. At least one letter of recommendation must be from a Certified Child Life Specialist (most likely your current supervisor or internship supervisor). 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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Fall</td>
<td>EDUC 500</td>
<td>Child Development</td>
</tr>
<tr>
<td>1st Fall</td>
<td>EDUC 826</td>
<td>Medical Aspects of Illness: A Child Life Perspective [Prerequisite or corequisite: EDUC 500]</td>
</tr>
<tr>
<td>1st Spring</td>
<td>EDUC 503</td>
<td>Development: Adolescence through Emerging Adulthood [Prerequisite: EDUC 500]</td>
</tr>
<tr>
<td>1st Spring</td>
<td>EDUC 829</td>
<td>Therapeutic Play Techniques for Child Life Specialists [Prerequisite: EDUC 500]</td>
</tr>
<tr>
<td>1st Spring</td>
<td>EDUC 828</td>
<td>Loss in Children’s Lives: Implications for Schools, Hospitals, and Home [Prerequisite: EDUC 500]</td>
</tr>
<tr>
<td>1st Summer</td>
<td>EDUC 832</td>
<td>Cross-Cultural Perspectives: Families and Ethical Issues in Child Life Practice [Prerequisite: EDUC 500]</td>
</tr>
<tr>
<td>2nd Fall</td>
<td>EDUC 822</td>
<td>Children with Special Healthcare Needs: In the Hospital, At Home and in School [Prerequisites: EDUC 500 and EDUC 821]</td>
</tr>
<tr>
<td>2nd Fall</td>
<td>EDUC 830</td>
<td>Research for Child Life Specialists [Prerequisite: EDUC 500]</td>
</tr>
<tr>
<td>2nd Fall</td>
<td>Integrate Master’s Project</td>
<td></td>
</tr>
<tr>
<td>2nd Spring</td>
<td>LEAD 825</td>
<td>Child Life Program Development and Administration [Prerequisite: EDUC 500]</td>
</tr>
<tr>
<td>2nd Spring</td>
<td>EDUC 825</td>
<td>The Role of Child Life Beyond the Hospital: A Local, National, and Global View</td>
</tr>
<tr>
<td></td>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 30

“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
Teacher Leader in Mathematics Education

Robin Hummel, Director: 212–875–4640; rhummel@bankstreet.edu
33 credits
Master of Science in Education (M.S.Ed.)

This program is designed for elementary and middle school teachers who wish to prepare for leadership roles in their schools while bolstering their own capacity to do mathematics knowledgeably and confidently. It is appropriate for those who want to continue classroom teaching or for those who wish to become math coaches or staff developers in their schools. Candidates grapple together with the big ideas of mathematics, exploring how diverse children and adults learn this content, and how to provide professional development for teachers and administrators. They delve deeply into mathematics pedagogy, explore mathematics curricula, and experience the use of action research to improve mathematics practice. This blended program is a cohort model, which supports a sustained learning community throughout the student’s tenure in the program.

Candidates enroll in three consecutive Summer 2 sessions, taking intensive coursework in mathematics and mathematics leadership. During the intervening two academic years, candidates engage in supervised fieldwork in their own schools, continuing their teaching responsibilities while assuming a range of leadership tasks related to peer support and collaboration, coaching, professional development, and curriculum development. Because the coursework is offered in three consecutive Summer 2 terms, the program is open both to people in the New York metropolitan area and to those who live at a distance.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. This program does not require a background in mathematics. Applicants for this program must have a valid New York State initial certification 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). Out of state certification holders must apply for and be granted reciprocity with New York before being admitted into 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
This program is designed for teachers who have initial New York State teacher certification and wish to earn professional classroom certification. Candidates with initial certification in early childhood general education and/or childhood general education will be recommended for professional certification in either of these areas once they have successfully completed the program. With permission of the director, candidates may transfer into the Leadership in Mathematics Education program (see page 90) after beginning the program, or may pursue School Building Leader (SBL) certification at a later time, but will be required to complete the additional coursework and fieldwork experiences required by the second program. See page 153 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 is a requirement of this program.

Supervised Fieldwork/Advisement
This component of the program is completed during the two intervening academic years between the three summer residency periods. Through supervised fieldwork/advisement, candidates synthesize theory and practice, enhance their classroom teaching, and explore new approaches to mathematics pedagogy. At the same time, they explore the possibilities of the teacher leader role. Candidates are visited in their settings twice a semester each year if they are close to the New York metropolitan area; otherwise, advisement is facilitated by means of video and synchronous online meetings.
### Teacher Leader in Mathematics Education (continued)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 510</td>
<td>Leadership in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 534</td>
<td>Foundations of Educational Leadership: Adult Development</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 615</td>
<td>Processes of Supervision and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 661</td>
<td>Research for Mathematics Leaders I</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 662</td>
<td>Research for Mathematics Leaders II [Prerequisite LEAD 661]</td>
<td>1</td>
</tr>
<tr>
<td>MATH 525</td>
<td>Mathematics for Leaders of Inclusive Schools: Supporting Teachers in Meeting the Needs of All Learners</td>
<td>3</td>
</tr>
<tr>
<td>MATH 541</td>
<td>Integrated Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 542</td>
<td>Integrated Mathematics II [Prerequisite: MATH 541]</td>
<td>3</td>
</tr>
<tr>
<td>MATH 543</td>
<td>Integrated Mathematics III [Prerequisite: MATH 542]</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 843</td>
<td>Mathematics Leadership Summer Advisement</td>
<td>0</td>
</tr>
<tr>
<td>LEAD 940</td>
<td>Mathematics Leadership Supervised Fieldwork/Advisement (2 years)</td>
<td>12</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
<td>0</td>
</tr>
<tr>
<td>MACP 500</td>
<td>Integrative Master’s Project: Culminating Project</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 33
Early Childhood General Education with Purchase College, The State University of New York

Abby Kerlin, Co-Director: 212-875-; akerlin@bankstreet.edu
Wendy Pollock, Co-Director: 212-875-4504; wpollock@bankstreet.edu

34-35 Credits
Master of Science in Education (M.S.Ed.)

This program is designed for students enrolled at Purchase College, The State University of New York (Purchase College, SUNY). Eligible students are those who have taken specified courses as undergraduates (see below). The 20 credits earned for the courses taken at Purchase College, SUNY count towards the completion of 10 Master’s degree credits in Early Childhood General Education.

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences. Students must have a GPA of 3.0 overall and in the early childhood courses taken at Purchase College, SUNY.

Purchase College, SUNY Course Titles and Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2650.20</td>
<td>Child Development and one of the following:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>PSY 3330.20</td>
<td>Social Development</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 3845.20</td>
<td>Gender Development</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 3725.20</td>
<td>Development Psychopathology</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 3345.20</td>
<td>Cognitive Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(Note: The above requirement stands in for EDUC 500 Child Development 3 credits)</td>
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</tr>
<tr>
<td>PSY 3490.20</td>
<td>Development of Language</td>
<td>4</td>
</tr>
<tr>
<td>SOC 3500.20</td>
<td>Sociology of Education</td>
<td>4</td>
</tr>
<tr>
<td>PSY 3850.20</td>
<td>Practicum/Internship in Early Childhood Development</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 20

(continued on next page)

Certification
Graduates are eligible for New York State certification in Early Childhood General Education, birth through grade 2. See page 153 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 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.
Early Childhood General Education with Purchase College, The State University of New York (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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 505</td>
<td>Language Acquisition and Learning in a Linguistically Diverse Society</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Science for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or TEED 648N</td>
<td>The Delicate Connection of People and the Biology of the Rainforest</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 563</td>
<td>The Teaching of Reading, Writing, and Language Arts in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>Language, Literature, and Emergent Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>Arts Workshop for Teachers (Grades N – 6)</td>
<td>2</td>
</tr>
<tr>
<td>or EDUC 591</td>
<td>Music and Movement: Multicultural and Developmental Approaches in Grades N - 6</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Curriculum in Early Childhood Education (Grades N–3)</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 514</td>
<td>Curriculum in Early Childhood Education for Inclusive and Special Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 633</td>
<td>Social and Historical Foundations of Early Childhood Education (Individualized Study)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 604</td>
<td>Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 930</td>
<td>Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 991</td>
<td>Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])</td>
<td>1</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Integrative Master’s Project</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 34 – 35

“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 and Childhood General Education
I enjoyed everything about my experience at Bank Street—the people, the classes, assignments, readings. I feel that I was stretched and challenged, and that my classmates were as interested as I was in grappling with substantive issues in education...The teachers are skilled, knowledgeable, and compassionate; it’s a vibrant community.”

Edward, Leadership for Educational Change
Leadership for Educational Change

Robin Hummel, Director: 212–875–4640; rhummel@bankstreet.edu

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

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

*Holders of prior Bank Street master’s degrees and school principals/directors are each eligible for a 3 credit reduction of this requirement, which can in no case be less than 30 credits.

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

There are two primary master’s degree options for those in Leadership for Educational Change programs: a 39-credit M.S.Ed. for those who do not yet hold a master’s degree and a 36 credit Ed.M. for those who already hold a master’s degree in education or leadership. (See footnote above for exceptions to the 36 credit Ed.M.)

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

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program will need at least three years of head teaching or pupil personnel experience (PreK–12) for certification and have demonstrated leadership capacity in their work. If an applicant’s school site requires certification in order to work, this certification must be valid throughout the entire duration of the program.

School Building Leader 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 and pass both the New York State School Building Leader Assessment and the Educating All Students exam. See page 153 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 is a requirement of this program.

School District Leader Certification
Qualified graduates of the Leadership for Educational Change program will also be recommended for School District Leadership (SDL) certification if they successfully complete the optional five-credit SDL sequence (described on page 93) and if they can document successful completion of a total of 60 graduate credits. These five one-credit courses may be taken as electives within the basic Leadership for Educational Change program, or may be taken over and above those program requirements. Graduates must complete the SDL sequence within eight years of graduation to qualify for this option. To qualify for the SDL certificate, candidates must pass the corresponding New York State Assessment.

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

Focus on Leadership in the Arts
Candidates in Leadership for Educational Change who want to focus on the arts may use their elective credits to take up to six credits in arts courses. Candidates who pursue this option will integrate arts issues and experiences into their supervised fieldwork/advisement and Integrative Master’s Project. During supervised fieldwork/advisement, there will be opportunities to visit cultural/arts institutions.
### Leadership for Educational Change (continued)

#### Course Requirements Ed.M. Degree: 36 Credits*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 503</td>
<td>Adult Development: Implications for Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 510</td>
<td>Leadership in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 530</td>
<td>Education Policy, Advocacy, and Law</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 615</td>
<td>Processes of Supervision and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 660</td>
<td>Research for Educational Change</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 770</td>
<td>Leadership Professional Seminar (satisfies the Integrative Master’s Project requirement)</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 900</td>
<td>Leadership for Educational Change Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</tr>
<tr>
<td></td>
<td>Communications Skills Seminar</td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

*A prior Bank Street master’s degree - and experience as a school principal/director - may each reduce the requirement for the Ed.M. by three (3) credits, but in no case less than 30 credits.*

#### Course Requirements M.S.Ed. Degree: 39 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 503</td>
<td>Adult Development: Implications for Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 510</td>
<td>Leadership in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 530</td>
<td>Education Policy, Advocacy, and Law</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 615</td>
<td>Processes of Supervision and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 660</td>
<td>Research for Educational Change</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 770</td>
<td>Leadership Professional Seminar (satisfies the Integrative Master’s Project requirement)</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 900</td>
<td>Leadership for Educational Change Supervised Fieldwork/Advisement (6 credits per semester; 2 semesters)</td>
<td>12</td>
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<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
<td>0</td>
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<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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<td></td>
<td>Communications Skills Seminar</td>
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<td><strong>TOTAL CREDITS</strong></td>
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</tbody>
</table>

#### Possible Electives

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 604</td>
<td>Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings</td>
<td>2</td>
</tr>
<tr>
<td>LEAD 560</td>
<td>Literacy and Leadership</td>
<td>3</td>
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<tr>
<td>LEAD 561</td>
<td>Supervising and Supporting Literacy Instruction in Diverse Settings</td>
<td>1</td>
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<tr>
<td>LEAD 601</td>
<td>Team Building and Collaborative Decision Making: Practices of Democratic Schooling</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 603</td>
<td>School Change: The Transformational Leader</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 624</td>
<td>Fiscal Management, Grant Development and Marketing for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 630</td>
<td>Law for School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 650</td>
<td>Leadership Individual Study</td>
<td>1/2/3</td>
</tr>
<tr>
<td>LEAD 861</td>
<td>Leading a School District I</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 862</td>
<td>Leading a School District II</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 863</td>
<td>Leading a School District III</td>
<td>1</td>
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<td>LEAD 864</td>
<td>Leading a School District IV</td>
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<tr>
<td>LEAD 870</td>
<td>Special Education Leadership: The District Perspective</td>
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<tr>
<td>LEAD 872</td>
<td>Special Education Leadership II: Leading Inclusive Communities of Learners</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 873</td>
<td>Special Education Leadership: Meeting the Needs of All Students</td>
<td>1</td>
</tr>
</tbody>
</table>
Progressive Leadership Program

Robin Hummel, Director; 212–875–4640; rhummel@bankstreet.edu
31 credits: Master of Education (Ed.M.)
34 credits: Master of Science in Education (M.S.Ed.)

The Progressive Leadership Program, formerly the Principals Institute which was founded in 1989, continues to be committed to preparing leaders who will initiate and nurture progressive practices in New York City schools and offers tuition subsidies to qualified applicants. A cohort program enrolling groups of 20–25 New York City school professionals, the 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 either on campus or fully online (beginning spring 2020).

Supervised Fieldwork/Advisement
Supervised fieldwork/advise ment is integrated throughout the program, beginning with the first semester. In addition, a Summer Internship provides opportunities for candidates to experience alternate school placements. Candidates are supported by a Bank Street advisor in a variety of activities including a school-based internship, conference groups, and on-site 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 129 for graduate school admissions criteria and application process. Applicants for this program should have at least three years of head teaching experience (PreK-12). 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 153 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 is a requirement of this program.

Leaders in Education Apprenticeship Program (LEAP), Roc Urban Leadership Program, and Yonkers Urban Leadership Academy (YULA)
Bank Street Graduate School of Education, through a NYS grant, is piloting a new competency-based master’s degree program that has been developed in collaboration with three different districts: the NYCDOE, the Rochester Community School District and the Yonkers School District. In addition, this collaboration includes working with NYCLA for Yonkers and Rochester and Teaching Matters for the NYCDOE. Over the course of three semesters – Summer 2019, Fall 2019, Spring 2020 – students will complete 30 credits that culminate in a Master’s Degree in Education Leadership and an institutional recommendation for New York State School Building Leadership.

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.
### Course Requirements Ed.M. Degree: 31 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LEAD 503</td>
<td>Adult Development: Implications for Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 510</td>
<td>Leadership in Curriculum and Instruction</td>
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</tr>
<tr>
<td>LEAD 530</td>
<td>Education Policy, Advocacy, and Law</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 537</td>
<td>Organizational Development: Implications for Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 603</td>
<td>School Change: The Transformational Leader</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 615</td>
<td>Processes of Supervision and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 660</td>
<td>Research for Educational Change</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 873</td>
<td>Special Education Leadership: Meeting the Needs of All Students</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 912</td>
<td>Leadership Supervised Fieldwork/Advisement (2 credits per semester/4 semesters)</td>
<td>8</td>
</tr>
<tr>
<td>LEAD 913</td>
<td>Practicum in Urban School Leadership</td>
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<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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**TOTAL CREDITS** 31

### Course Requirements M.S.Ed. Degree: 34 credits

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<th>Course Code</th>
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<tr>
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<td>LEAD 537</td>
<td>Organizational Development: Implications for Educational Leadership</td>
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<td>School Change: The Transformational Leader</td>
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</tr>
<tr>
<td>LEAD 615</td>
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</tr>
<tr>
<td>LEAD 660</td>
<td>Research for Educational Change</td>
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</tr>
<tr>
<td>LEAD 873</td>
<td>Special Education Leadership: Meeting the Needs of All Students</td>
<td>1</td>
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<td>LEAD 912</td>
<td>Leadership Supervised Fieldwork/Advisement (2 credits per semester/4 semesters)</td>
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<td>LEAD 913</td>
<td>Practicum in Urban School Leadership</td>
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<tr>
<td>STMD 100</td>
<td>State Mandated Training on School Violence Prevention</td>
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<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</tr>
<tr>
<td></td>
<td>Elective credits approved by the director as needed to complete the requirements of the program</td>
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**TOTAL CREDITS** 34
Early Childhood Leadership Advanced Certificate (Non-Degree)

Robin Hummel, Director; 212–875–4640; rhummel@bankstreet.edu
24 credits
Certificate Program

The Early Childhood Leadership Advanced Certificate 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 either on campus or fully online.

Admissions Requirements
See page 129 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, a prior Master’s degree in education 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).

* 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 advisors and site mentors, develop the ability to synthesize theory and practice.

Certification
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 153 for more detailed certification information.

Degree Option
Students who successfully complete the Early Childhood Leadership Advanced Certificate Program (SBL/CPAC) may have the opportunity to continue at Bank Street to take seven additional credits to earn a Master’s degree in Educational Leadership.

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LEAD 503</td>
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<td>3</td>
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<tr>
<td>LEAD 510</td>
<td>Leadership in Curriculum and Instruction</td>
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<tr>
<td>LEAD 530</td>
<td>Education Policy, Advocacy, and Law</td>
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<tr>
<td>LEAD 537</td>
<td>Organizational Development: Management and Regulations</td>
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<td>LEAD 615</td>
<td>Processes of Supervision and Professional Development</td>
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<tr>
<td>LEAD 624</td>
<td>Fiscal Management, Grant Development and Marketing for Leaders</td>
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<td>LEAD 920</td>
<td>Early Childhood Leadership Supervised Fieldwork/Advisement</td>
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<td>ELPF 500</td>
<td>Early Childhood Leadership Portfolio</td>
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<td>State Mandated Training on School Violence Prevention</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24
Future School Leaders Academy

Nicole Limperopoulos, Director, 212–875–4470; nlimeropoulos@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.

Admissions Requirements
See page 129 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 153 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 (DASA) is a requirement of this program.
## Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LEAD 510</td>
<td>Leadership in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 532</td>
<td>Foundations of Educational Leadership: Ethics and Philosophy</td>
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<tr>
<td>LEAD 534</td>
<td>Foundations of Educational Leadership: Adult Development</td>
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<td>LEAD 535</td>
<td>Foundations of Educational Leadership: Organizational Development</td>
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<td>LEAD 603</td>
<td>School Change: The Transformational Leader</td>
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<td>LEAD 604</td>
<td>Development of Educational Policy</td>
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<td>LEAD 615</td>
<td>Processes of Supervision and Professional Development</td>
<td>3</td>
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<tr>
<td>LEAD 630</td>
<td>Law for School Leaders</td>
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<td>LEAD 660</td>
<td>Research for Educational Change</td>
<td>3</td>
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<tr>
<td>LEAD 861</td>
<td>Leading a School District I</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 862</td>
<td>Leading a School District II</td>
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</tr>
<tr>
<td>LEAD 863</td>
<td>Leading a School District III</td>
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</tr>
<tr>
<td>LEAD 864</td>
<td>Leading a School District IV</td>
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<tr>
<td>LEAD 870</td>
<td>Special Education Leadership: The District Perspective</td>
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<tr>
<td>LEAD 906</td>
<td>Future School Leaders Academy Supervised Fieldwork/Advisement (1.5 credits per semester; 4 semesters)</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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</tr>
<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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</tbody>
</table>

**TOTAL CREDITS** 30
Leadership in Mathematics Education

Robin Hummel, Director: 212–875–4640; rhummel@bankstreet.edu
37 credits
Master of Science in Education (M.S.Ed.)

This program is designed for elementary or middle school teachers, coaches, or administrators who want to become mathematics leaders and earn New York State School Building Leader certification. It is a unique program that combines opportunities for candidates to learn more mathematics, enhance mathematics pedagogy, delve deeply into professional development issues, and learn a full range of essential school leadership skills.* This blended program is a cohort model, which supports a sustained learning community throughout the student’s tenure in the program.

Candidates enroll in three consecutive Summer 2 residency sessions, taking intensive coursework in mathematics, mathematics leadership, and school building leadership. During the intervening two academic years, candidates engage in supervised fieldwork in their own schools, continuing their teaching or administrative responsibilities while assuming a range of additional leadership tasks with an emphasis on professional development in mathematics. Because the courses are offered in three consecutive Summer 2 residency terms, the program is open to those who live either in the New York area or at a distance.

Admissions Requirements
See page 129 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 153 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 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 93), 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.

* See also the Teacher Leaders in Mathematics Education Program (page 77). In that program, candidates who have initial certification earn professional certification as classroom teachers while learning innovative ways to bring mathematics to their classrooms and to their schools.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LEAD 510</td>
<td>Leadership in Curriculum and Instruction</td>
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<tr>
<td>LEAD 534</td>
<td>Foundations of Educational Leadership: Adult Development</td>
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<td>LEAD 535</td>
<td>Foundations of Educational Leadership: Organizational Development</td>
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<tr>
<td>LEAD 615</td>
<td>Processes of Supervision and Professional Development</td>
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<td>LEAD 661</td>
<td>Research for Mathematics Leaders I</td>
<td>1</td>
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<tr>
<td>LEAD 662</td>
<td>Research for Mathematics Leaders II [Prerequisite LEAD 661]</td>
<td>1</td>
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<tr>
<td>LEAD 827</td>
<td>Understanding Quantitative Data: Implications for Educational Leaders</td>
<td>3</td>
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<tr>
<td>MATH 525</td>
<td>Mathematics for Leaders of Inclusive Schools: Supporting Teachers in Meeting the Needs of All Learners</td>
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<tr>
<td>MATH 541</td>
<td>Integrated Mathematics I</td>
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<tr>
<td>MATH 542</td>
<td>Integrated Mathematics II [Prerequisite: MATH 541]</td>
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<tr>
<td>MATH 543</td>
<td>Integrated Mathematics III [Prerequisite: MATH 542]</td>
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<td>LEAD 843</td>
<td>Mathematics Leadership Summer Advisement</td>
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<td>LEAD 940</td>
<td>Mathematics Leadership Supervised Fieldwork/Advisement (2 years)</td>
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<tr>
<td>MACP 500</td>
<td>Integrative Master’s Project: Culminating Project</td>
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</tr>
</tbody>
</table>

**TOTAL CREDITS** 37
Leadership in Museum Education

Brian Hogarth, Director: 212–875–4704; bhogarth@bankstreet.edu
40 credits
Master of Science in Education (M.S.Ed.)

This program is designed for professionals who work in museums or similar institutions and who are committed to furthering their institutions’ educational and civic agendas. The program provides a strong theoretical and practical foundation in the areas of learning theory, program design, organizational development, and personal leadership. It prepares candidates for positions of leadership. The course of study includes one year in human development and program planning with an emphasis on creating visitor-centered programming. The second year includes sessions in staff development, marketing, fund-raising, financial planning, and other leadership concerns. Contemporary issues in the field, including the participants’ ongoing professional work, are analyzed through monthly seminars, small-group discussions, individual advisement, and visits to cultural institutions.

Program credit requirements are completed at Bank Street over two years in monthly sessions from September through May, and for one full week in June. Weekend class sessions are from 5:00 pm to 9:00 pm on Fridays and from 9:00 am to 5:00 pm on Saturdays. This schedule allows participation by candidates in the New York metropolitan area as well as by those who live at a considerable distance.

Course Requirements
LEAD 501 Human Development I: Programming for Young Audiences 4
LEAD 502 Human Development II: Adolescents and Adults as Visitors and Volunteers 3
LEAD 511 Exhibition Development for Museum Leaders 2
LEAD 512 School Collaborations for Museum Leaders 2
LEAD 513 Museum Programming for Diverse Audiences 1
LEAD 616 Museum Management I: Organizational Development 2
LEAD 617 Museum Management II: Marketing and Audience Development 1
LEAD 618 Museum Management III: Professional Development 1
LEAD 619 Museum Management IV: Fundraising and Proposal Development 2
LEAD 622 Museum Management V: Shaping a Vision 2
LEAD 623 Organizational Theory 2
LEAD 663 Research in Museum Settings 2
LEAD 850 Museum Leadership Institute I 2
LEAD 851 Museum Leadership Institute II 2
LEAD 951 Museum Leadership Seminar I: Theories and Issues in Museum Learning 1
LEAD 952 Museum Leadership Seminar II: Current Ideas in Interpretation and Education 1
LEAD 953 Museum Leadership Seminar III: History and Philosophy of American Museums 1
LEAD 954 Museum Leadership Seminar IV: Selected Topics in Community, Culture, and Policy 1
LEAD 950 Museum Leadership Supervised Fieldwork/Advisement (4 semesters) 8
Integrative Master’s Project 0
TOTAL CREDITS 40

Admissions Requirements
See page 129 for graduate school admissions criteria and application process. Applicants for this program must have a full time position (or equivalent combination of positions) in a museum or other cultural institution.

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.
School District Leadership (Non-Degree)

Anthony Conelli 212-875-4710, Director;aconelli@bankstreet.edu
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. Classes are offered at Bank Street on weekends, allowing candidates to complete the coursework and participate in conference groups during intensive sessions at the College.

This program is offered either on campus or fully online.

Admissions Requirements
See page 129 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 nonpublic PreK–12 schools. They must also pass both the New York State School District Leader Assessment and the Educating All Students exam. See page 153 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 is a requirement of this program.
## School District Leadership (Non-Degree) (continued)

### Course Requirements

<table>
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<tr>
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<th>Credits</th>
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<td>LEAD 862</td>
<td>Leading a School District II</td>
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<td>LEAD 863</td>
<td>Leading a School District III</td>
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<td>LEAD 864</td>
<td>Leading a School District IV</td>
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<tr>
<td>LEAD 870</td>
<td>Special Education Leadership: The District Perspective</td>
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<tr>
<td>LEAD 908</td>
<td>School District Leadership Supervised Fieldwork/Advisement (Not required for Bank Street students in a qualifying leadership program.)</td>
<td>6</td>
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<td>STMD 100</td>
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<td>STMD 105</td>
<td>State Mandated Training in Child Abuse Identification and Reporting</td>
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<tr>
<td>STMD 110</td>
<td>State Mandated Training in Dignity for All Students Act</td>
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### TOTAL CREDITS: 11

### Suggested Electives (to be taken as needed to fulfill the required 60 graduate credits)

See electives listed for Leadership for Educational Change on page 84. With the approval of their advisors, candidates may also take appropriate courses for credit from Bank Street’s Continuing Professional Studies (see page 126). Many of the Continuing Professional Studies courses have weekend formats.
Course Descriptions

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

KEY FOR TERMS OFFERED*:
(A) All terms (Fall, Spring, Summer 1, Summer 2)
(F) Fall term
(S) Spring term
(Jan) January term
(S1) Summer 1 term
(S2) Summer 2 term
(S1–S2) Across Summer 1 and Summer 2 terms
(a/S) Every other Spring term
(a/F) Every other Fall term
(a/S2) Every other Summer 2 term
(a/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.

Child Development
EDUC 500 3 credits (A) (O - Child Life students only)
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 indi-
vidual 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 (A) (O)
Based on the belief that language is an essential founda-
tion for learning, this course addresses the typical pro-
cesses 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, partici-
pants will analyze historical, political, educational, social,
and emotional factors that influence the socially con-
structed 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 learn-
ers to identify appropriate instructional practices for so-
cial and academic language use in a range of educational
settings. Course participants will also learn about ways of
collaborating with families, colleagues, specialists, admin-
istrators, and interpreters.

Development: Adolescence through Emerging
Adulthood
EDUC 503 3 credits (S) (O) Child Life students only
This course continues from EDUC 500: Child Devel-
opment, 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 adoles-
cents 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 indi-
vidual 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.

Human Development
EDUC 502 3 credits (F)
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 experi-
ence. Participants explore the social and educational
implications of a wide range of learning and behavioral
variations in the context of family, school lives, communi-
ity 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. (Pending approval
of the Program Review Curriculum Committee)
Curriculum in Early Childhood Education (Grades N - 3)
EDUC 510 3 credits (F, 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.

Teaching Social Studies: Curriculum, Methods and Assessment for Adolescents with Disabilities
EDUC 512 3 credits (F)
Deeply rooted in the philosophy that social studies 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 the social studies. It emphasizes collaboration to support the differentiation of instruction based on teaching structures, learners, environment, curriculum, and standards. Methods for teaching study skills to build student advocacy are integrated. There is an emphasis on making interdisciplinary connections within and beyond the school walls as well as incorporating students’ experiences and beliefs into lessons and course design. Access to the general education curriculum is central. This course will also examine a variety of approaches for fostering critical thinking and conversations about controversial issues in a culturally responsive and anti-bias context. An inquiry approach within a social justice framework is essential to this course. Assistive technology to support learning is included. (Pending approval of the Program Review Curriculum Committee)

Social Studies Curriculum Development for Inclusive and Special Education Settings
EDUC 513 3 credits (F, S)
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)
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. Prerequisites: EDUC 513 or EDUC 514 or permission of the instructor.

Teaching English: Curriculum, Methods and Assessment for Adolescents with Disabilities
EDUC 516 3 credits (S1)
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 consider the study of literature, digital, multimodal and new literacies, and 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 English language arts curriculum for students
with disabilities. 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. (Pending approval of the Program Review Curriculum Committee)

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

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

**School/Museum Curriculum Development (K – 8)**
**EDUC 518 3 credits (F)**

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

**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.

**Assistive Technology as a Tool for Providing Educational Access**
**EDUC 525 1 credit (F, S) (O)**

This course examines how technology can create opportunities for access and expression for learners, including children with variations in learning, sensory, commu-
nication, 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 (S)**  
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. *(Pending approval of the Program Review Curriculum Committee)*

**Curriculum and Assessment for Adolescent Mathematics**  
**EDUC 528 3 credits (S2)**  
This course introduces participants to the important ideas necessary to understand, use, critique, and create curricula and assessments in mathematics courses for adolescents. The course explores how context—including race, class, language and gender of students; the school culture; teacher experiences and identity; and social contexts—all need to be considered in the development of math curriculum. Participants will examine the role learning theories, standards, and politics have in shaping secondary math curricula; and they analyze the structure and uses of formative and summative assessment to shape instruction and provide feedback for learners. Participants will apply their understandings of context, curriculum, and assessment to the creation of a math unit grounded in authentic inquiry and designed to be accessible for a diverse range of adolescent learners. *(Pending approval of the Program Review Curriculum Committee)*

**Foundations of Modern Education**  
**EDUC 530 3 credits (A)**  
This course examines the historical, philosophical, and cultural roots of contemporary education, including Bank Street’s 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.

**Seminar in Museum Education I**  
**EDUC 533 2 credits (F)**  
This foundation course examines the history and philosophy of museums and museum education, emphasizing the role of museums in a pluralistic society. A key focus is on learning theories and on the relationship of learning in museums to learning in schools. Students examine the progressive educational philosophy of John Dewey and consider issues such as cultural diversity, interpretation from multiple perspectives, and museum-school partnerships (on-site and virtual). Through readings, discussions, visits to museums, talks with museum professionals, and written and technology-based assignments, students develop a theoretical framework for learning in museums and schools. *For matriculated Museum Education students or by permission of director.*

**Science for Teachers (Grades N – 6)**  
**EDUC 535 2 credits (A)**  
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 examines the ways in which historical, philosophical, cultural, and political trends have impacted research and pedagogy in the field of literacy (reading, writing, and language arts). Students explore how literacy theory and practice have been influenced by changing visions of teaching and learning; standards and assessment; the roles of special education and the education of English Language Learners; the appropriate nature of home, school, and community relationships; and the needs of the workforce. Students will be expected to use various forms of media and transitional research to deepen their understanding of these issues and become critical readers of research studies and popular reports.

Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N - 6)
EDUC 540 2 credits (A) (O - Math Leadership students only)
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 developmental 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)
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 (S, 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, EDUC 502 or EDUC 800. (Pending approval of the Program Review Curriculum Committee)

Math for Middle and High School Teachers in Diverse and Inclusive Classrooms
EDUC 545 3 credits (S2)
This course will provide participants with a deeper understanding of mathematics pedagogy for diverse adolescent learners. The course will explore who adolescent learners are developmentally and how domains of identity, for both teacher and students—including language, ability, class, gender, race, and schooling experiences—impact the learning of mathematics. This course is grounded in a constructivist approach to learning and teaching. Participants will work collaboratively with peers to deepen understandings of and approaches to learning and teaching mathematics. Participants will explore attitudes and beliefs about math pedagogy and adolescent learners as they develop their teaching repertoire. The course will support participants’ skills in developing math experiences that are accessible to students with a broad range of language and learning abilities and challenges. (Pending approval of the Program Curriculum Committee)

Science Inquiry for Children in the Natural Environment
EDUC 551 3 credits (S2)
Students investigate the natural environment, at Bank Street and the Tiorati Workshop for Environmental Learning in Bear Mountain State Park, to focus on the theory and practice of natural science. Students conduct inquiries under the principle that teachers should learn significant science concepts in ways that they are expected to teach.
Students investigate materials, science concepts, and teaching strategies that are appropriate for preschool and elementary school learners. Class sessions include field explorations at the Tiorati Workshop.

**Native Language Literacy for Mandarin Chinese-Speaking Children**  
**EDUC 559**  2 credits (S)  
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 writing 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. **Prerequisites: TESL 530 and EDUC 561 or permission of instructor.**

**Native Language Literacy for Spanish-Speaking Children**  
**EDUC 560**  2 credits (S)  
Through this course, students explore the acquisition of literacy skills in the child’s first language—in this case, Spanish. The course will focus on four areas: oral language development through storytelling, songs, poems, games, etc.; literacy development; the use of literature and of teacher- and student-made materials; and grammar and spelling. Students will analyze ways of using children’s literature and children’s writing in a reading program and will explore ways to teach reading and writing in the content areas. Participants will also assess commercially available materials for teaching reading and writing in Spanish, as well as original and translated Spanish children’s literature. Teacher- and student-made materials will be examined and developed, particularly in the context of children’s varied learning styles. Graduate students will also review the rules of Spanish grammar and orthography. This course is taught in Spanish. **Prerequisites: TESL 530 and EDUC 561 or permission of instructor.**

**Linguistics: Implications for Teachers**  
**EDUC 561**  1 credit (S)  
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)  
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, S, S2)  
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 Reading and Writing in the Content Areas for Elementary and Middle School Classrooms**  
**EDUC 567 3 credits (TBA)**  
Designed as a reading course for teachers in grades four through nine, this course provides a framework for understanding how language, cognition, and social development interact with middle school children's literacy and content learning. Students learn approaches to assessing children's literacy needs. They also learn ways to analyze text forms, both print and electronic, in terms of the kind of responses they call for from children and the support they offer to children's conceptual understanding. Students also develop their repertoire of strategies for supporting the ability of all children to comprehend and create nonfiction text in diverse classroom settings. Special attention is given to the needs of children who are English Language Learners and of children who are struggling readers.

**Teaching Literacy in the Upper Elementary Grades**  
**EDUC 568 3 credits (F)**  
Participants learn how to 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 in reading, writing and word study lesson planning, assessment, and record keeping. Participants, individually and as a group, analyze the contexts, activities, and relationships that support language and literacy learning using a balanced literacy approach.

**Storytelling with Children**  
**EDUC 573 1 credit (TBA)**  
The purpose of this course is to enable students to develop their skills and resources in the art of storytelling for and with children. The course will provide opportunities to study as well as practice repertoire and techniques from world folklore for a variety of age groups and professional settings. Story learning from oral and written sources, as well as curriculum applications and strategies for encouraging group participation, are emphasized. Bibliographies and resource packets will be provided.

**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 metacognitive 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.

**Music and Movement: Multicultural and Developmental Approaches in Grades N - 6**  
**EDUC 591 2 credits (S, S2)**  
This course is designed to introduce key elements of music, movement, sound-based media, and physical education grounded in neurocognitive, developmental, and critical multicultural perspectives. Students learn to create and use musical instruments from recyclable materials; explore digital composition; use equipment such as hoops, scarves, and parachutes, and integrate skills and repertoire with ongoing classroom curriculum. Songs, rhythms, and games from diverse traditions are included to address children's cultural and linguistic backgrounds in alignment with NYS and Common Core standards. Applications and strategies for children with special needs and for dual language learners are incorporated through readings, films, and guided activities (background in music, dance, or sports is not required). *The NYC DOE and the NYS Division of Teacher Certification accept one (1) credit of this course as teaching special education credit. This course also fulfills liberal arts requirement for one (1) credit of physical education.*

**Assistive Technology in Early Childhood Inclusive and Special Education Settings**  
**EDUC 603 1 credit (S1)**  
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 multimodal 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 (S, 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 (S1)

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)

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

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

**EDUC 612** 1 credit (S1)

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

**Understanding and Working with Families of 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-reflection 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.

**Exhibition Development and Evaluation**

**EDUC 614** 2 credits (S)

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

Introduction to Research and Evaluation Practice in Museum Education

EDUC 616 2 credits (F)
This course focuses on the uses of research and evaluation to inform educational practice in museums and classrooms. The course prepares educators to understand and use research and evaluation to strengthen interpretive programming and the visitor experience in museums and museum-based teaching in classrooms. Students are introduced to appropriate research and evaluation tools through readings, discussions, workshops, and critical inquiry into the research and evaluation process. Working in small groups, students conduct small research or evaluation studies in museum or school environments. For matriculated Museum Education students or by permission of director.

Working with All Children and Families: An Introduction

EDUC 618 1 credit (Jan, S)
This short-format course introduces students to the content of the Early Childhood Special and General Education program. Central to the program are a number of concepts including progressive and special education, family-centered practice, child-centered curriculum, and cultural and linguistic diversity. Students will be exposed to the idea of play as the young child’s way of knowing and being in the world. They will also be introduced to observation, culturally responsive assessment, and curriculum and instruction as a dynamic cycle supporting educational practice with young children of varied backgrounds and developmental needs. Through readings, case studies, presentations, and discussion, students cultivate the habits of mind and collaborative learning relationships necessary for responsive practice with young children and their families.

Introduction to Child Life Documentation

EDUC 621 3 credits (S) (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, S1) (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.

Social and Historical Foundations of Early Childhood Education

EDUC 633 1 credit (TBA)
Current educational thought, policy, and practice in early childhood education are examined in the context of their historical roots. Students will explore how social, cultural, economic, and political forces have influenced the lives of teachers and children. We will investigate the history of education in the United States, critically analyze debates about educational inclusion and equity, and consider possibilities for early childhood educators to contest structural inequality and promote social justice in teaching, learning, and their everyday work with children, families, and colleagues. (Pending approval of the Program Review Curriculum Committee)

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: Strategies for Language and Concept Development

EDUC 651 1 credit (F)
This series promotes an in-depth discussion about language principles and methodology, with a focus on issues of language development and assessment.

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 EDUC 501 or permission of instructor.

**The World of the Infant: The First Year of Life**  
**EDUC 801 3 credits (S)**  
This course is about infants 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 or EDUC 800.

**The World of Toddlers and Twos: The Second and Third Years of Life**  
**EDUC 802 3 credits (F)**  
This course offers a developmental-interactional view of toddlers 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 or EDUC 800.

**Developmental Variations**  
**EDUC 803 2 credits (A) (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 EDUC 501 or EDUC 800 or permission of instructor.

**Supporting Language and Literacy Development Across the Curriculum: 7-12**  
**EDUC 804 3 credits (S2)**  
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.
Developmental Variations II: Emotional and Behavioral Development
EDUC 805 2 credits (S, S1) (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 500 or EDUC 501 or EDUC 800; EDUC 803.

Social Emotional Variations in Adolescence:
Creating Supportive Classroom Environments
EDUC 806 3 credits (F)
This course focuses on understanding, teaching, and meeting the needs of adolescents with emotional and behavioral challenges in a variety of public, charter and private school settings. There is an emphasis on understanding the impact of the teacher’s identity, perspective and experience as well as the role teacher presence plays in supporting students’ socio-emotional growth in the context of the school, community and family. Participants consider the implications of the impact of current and historical societal forces that affect the lives of adolescents identified as having emotional and behavioral disabilities including racism for student and teacher advocacy. Prerequisites: EDUC 502 and EDUC 543. (Pending approval of the Program Review Curriculum Committee)

Teaching Children with Developmental Variations in Language and Communication
EDUC 807 2 credits (F, S2)
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(s): EDUC 505; or EDUC 561 and EDUC 870.

The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording
EDUC 808 3 credits (F, S)
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 EDUC 800 or permission of instructor.

Seminar in Museum Education II
EDUC 815 2 credits (S)
This course is a continuation of Seminar in Museum Education I. Students study the people who comprise museums: the staff, audiences, and communities. Through readings, visits to museums, discussions with staff, and investigations in their museum internship settings, students consider the mission, organizational structure, and staff roles in museums and explore current museum-related issues including collections, governance, funding, professionalism, and technology. Emphasis is placed on working more sensitively with, and broadening, museum audiences, with attention to issues of culture, language, socioeconomic status, and educational level. Students study the characteristics and needs of particular audiences: adolescents, adults, families, and visitors with a range of disabilities. To develop their professional skills, students prepare an audience-study project and write a grant proposal. Throughout the semester students engage in online conversations and use Internet resources related to course issues. Prerequisite: EDUC 533. For matriculated Museum Education students or by permission of director.
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 (S) (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) (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. Prerequisite: EDUC 803.

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 (S1) (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 (S2) (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 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, participants will learn ethical practice standards 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.

Kerlin STEM Institute
Peggy McNamara, Director
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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 (TBA)
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 (TBA) (O)
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 (TBA)
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. Prerequisites: EDUC 850 and 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)
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. Prerequisites: EDUC 505; EDUC 563 or EDUC 568.

Formal and Informal Assessment of Adolescents with Disabilities
EDUC 861 3 credits (S)
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. (Pending approval of the Program Review Curriculum Committee)

Assessment, Diagnosis, and Evaluation of Children with Developmental Variations
EDUC 862 3 credits (F, S)
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, misuse, value, and limitations of standardized assessments including their intersection with issues of race, class, language and gender. Participants will administer and interpret various psychoeducational 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)
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; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542.

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

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

**EDUC 867 1 credit (F, S1)**

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)**

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 or EDUC 800; pre- or corequisite: EDUC 505.

**The Teaching of English as a New Language**

**EDUC 870 3 credits (F)**

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 Reading and Literacy**

**EDUC 871 1 credit (S2)**

During the summer practicum, graduate students build on earlier graduate school experiences to demonstrate teaching competencies when teaching individual children or small groups of children, who struggle with some aspect of literacy learning. The five session practicum seminar meets in the evening during regular graduate school course times; the fieldwork component of the course will meet during the day. In this practicum, students use a variety of formal and informal assessments to determine goals suited to each child, select the teaching methods that best advance those goals, assess the outcomes of their teaching and children’s learning, and record this work to develop a progress report for a child they work with during the practicum. In addition, students read progress reports written by reading specialists and learn to analyze the form and content of these reports in order to develop appropriate instruction for struggling readers and writers. Students consider language used for different audiences, such as families, teachers, administrators, and children. Students will do field work in a summer program together with other graduate students that provides opportunities to work with struggling readers. Opportunities to discuss planning and teaching with
peers, with the on-site supervisor, and with the course instructor are built into the scheduled teaching time. **Prerequisite:** EDUC 941 or EDUC 942.

### Advocacy, Collaboration and Transition: Negotiating Adolescents' Identities across School, Family and Community  
**EDUC 872 3 credits (S2)***

This course focuses on the development of strong collaborative relationships that are necessary to support transitions for adolescents with disabilities. These relationships are intended to ensure that adolescents' needs are addressed throughout their school experience. The transitions facing adolescents with disabilities will be examined: physical, emotional, and social change and development; post-secondary choices and the challenge of independent living; higher education, career exploration and choice; the changing role of family, adult service agencies, and other support services. The process by which special education teachers can negotiate this transition is addressed with an emphasis on developing strategies for the dynamics of collaboration and student self-advocacy in the context of school, family and community. The course enhances the view of special educators as specialists, advocates, and a resource to colleagues for instruction, inclusion, transition and collaboration within schools, districts, and outside agencies as well as potential employers. Emphasis is placed on IDEA requirements for transition services, career development and transition processes, transition services process, secondary special education curricular implications, career development and transition service needs, collaborative services in schools and communities to promote quality transition services, and issues and trends in transition education and services. **Prerequisites:** EDUC 502 and EDUC 543. (Pending approval of the Program Review Curriculum Committee)

### Summer Practicum in Teaching Children with Variations in Learning, Language, and Literacy Development  
**EDUC 873 3 credits (S2)***

This practicum is designed for students in the Childhood Special Education programs who are head teachers or assistant teachers and have already participated in supervised fieldwork but need this summer experience to fulfill additional fieldwork requirements. This course meets four to five days a week for the month of July in a classroom or room with students exhibiting varying learning styles. **Prerequisites:** EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement.

### Clinical Practicum/Advisement for Reading & 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 assistant or head teachers and, therefore, are in one classroom placement for the entire school year. To fulfill New York State requirements, the clinical practicum offers participants the opportunity to gain experience teaching a range of children, many of whom struggle to read and write, and who are of varied ages and backgrounds. Participants work as student teachers in a clinical setting with children. An advisor will visit the practicum site to observe and discuss the student’s clinical practice. Graduate students participate in a conference group that will include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice.

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

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

### 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 develop-
ment. 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)**  
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)**  
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. Prerequisites: EDUC 500 or EDUC 800; EDUC 803.

**Early Childhood Practicum II: Collaborating with Families and Colleagues in Assessment, Planning, and Instruction**  
**EDUC 895 2 credits (S)**  
This course completes a year-long sequence of work with a child and the child’s family. The focus in the second semester is two-fold: 1) developing a responsive collaboration with the family 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 12 credits/6 credits per semester (F, S)**  
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 taken over two consecutive semesters.

**Supervised Fieldwork/Advisement**  
**EDUC 931 6 credits/1 semester (F, S)**  
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 for one semester only.

**Supervised Fieldwork/Advisement**  
**EDUC 932 6 credits/3 credits per semester (F, 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 taken over two consecutive semesters.

Teaching Literacy Supervised Fieldwork/Advisement
EDUC 943 12 credits/6 credits per semester (F, S)
Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course. Pre- or co-requisite: EDUC 860.

Clinical Experiences and Supervised Fieldwork: Children in Healthcare Settings
EDUC 950 6 credits (F, S)
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 psycho-social 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.

Adolescent Mathematics Supervised Fieldwork and Advisement
EDUC 985 12 credits/3 credits per semester (F, S)
This seminar and fieldwork experience consists of a cohort of graduate students who meet with their advisor throughout the two years 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 integrating theory with practice, and the creation of a professional learning community. Attention is given to instructional strategies for addressing the academic strengths and needs of adolescent math learners, including constructing classroom environments that support collaboration and agency. In addition, the seminar examines the historical, philosophical, and cultural roots of math education as they have influenced current practices and innovations, and explores Bank Street’s history and philosophy as a progressive institution. Participants engage in guided field assignments, including planning and implementing math lessons, which support their professional growth and development. Twice a semester, the advisor observes and discusses the graduate student’s evolving practice.

Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers)
EDUC 991 1 credit (S1, 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.

Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head Teachers and Assistant Teachers
EDUC 992 3 credits (S2)
This course is designed for students in the Early Childhood Special Education certification programs who are 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.

**Summer Supervised Fieldwork/Advisement for Teaching Students with Disabilities 7-12 Generalist: Head Teachers and Assistant Teachers**

**EDUC 993 3 credits (S1)**

This course is designed for candidates in the Teaching Students with Disabilities 7-12 Generalist program who are working teachers or assistant teachers. Its purpose is to give candidates 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 and August, candidates are placed in an appropriate site for five weeks, five days per week. Advisors visit them in their sites and meet with candidates individually. There are weekly conference groups with candidates and advisors that will include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice.

**Integrative Seminar in High Needs Educational Settings: Extended Field Experiences in Childhood General and Special Education**

(for assistant teachers and head teachers to be determined in consultation with director or advisor)

**EDUC 994 1 credits (S2)**

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 a second grade band level in an high needs public school 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 developmental variations. Graduate students will be placed, for the Summer II session, in appropriate educational programs for at least 100 hours. In addition, graduate students will participate in a series of six seminars focused on these classroom experiences.

**Topics in Mathematics**

**MATH 495 2 credits (S2)**

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.

**Integrated Mathematics I for Middle and High School Teachers**

**MATH 641 3 credits (S2)**

MATH 641 is the first course in a sequence of four courses that integrates big topics of mathematics. The process of moving through these integrated topics of mathematics enables teachers to deepen their own understanding of math, make connections between the different topics within math, and make connections to what they will teach in their own classrooms. The intention is to simultaneously deepen understanding of mathematics while reminding graduate students of what it feels like to have productive struggle in a math class. The first integrated math course investigates the different ways to prove a conjecture, provides an introduction to group theory and number theory, and explores the connection between algorithms and computer science. *(Pending approval of the Program Review Curriculum Committee)*

**Integrated Mathematics II for Middle and High School Teachers**

**MATH 642 3 credits (S)**

MATH 642 is the second course in a sequence of four courses that integrates big topics of mathematics. The process of moving through these integrated topics of mathematics enables teachers to deepen their own understanding of math, make connections between the different topics within math, and make connections to what they will teach in their own classrooms. The intention is to simultaneously deepen understanding of mathematics while reminding graduate students of what it feels like to have productive struggle in a math class. The second integrated math course investigates and draws connections between the topics of probability and statistics, and linear algebra and multivariate functions. *(Pending approval of the Program Review Curriculum Committee)*

**Integrated Mathematics III for Middle and High School Teachers**

**MATH 643 3 credits (S2)**

MATH 643 is the third course in a sequence of four courses that integrates big topics of mathematics. The process of moving through these integrated topics of mathematics enables teachers to deepen their own understanding of math, make connections between the different topics within math, and make connections to what they will teach in their own classrooms. The intention is to simultaneously deepen understanding of mathematics while reminding graduate students of what it feels like to have productive struggle in a math class. This third integrated math course investigates calculus, both differential and integral, and their use in solving physical problems, and explores both continuous and discontinuous functions and their connection to real world phenomena. *(Pending approval of the Program Review Curriculum Committee)*
Integrated Mathematics IV for Middle and High School Teachers
MATH 644 3 credits (F)
MATH 644 is the final course in a sequence of four courses that integrates big topics of mathematics. The process of moving through these integrated topics of mathematics enables teachers to deepen their own understanding of math, make connections between the different topics within math, and make connections to what they will teach in their own classrooms. The intention is to simultaneously deepen understanding of mathematics while reminding graduate students of what it feels like to have productive struggle in a math class. The fourth and final integrated course focuses on an in-depth investigation of the branch of mathematics called topology. Prerequisites: MATH 641, MATH 642, and MATH 643. (Pending approval of the Program Review Curriculum Committee)

Topics in Science
NSCI 500 3 credits (TBA)
This course is a college-level course, with an emphasis on content, which will help teachers gain a depth of understanding of subject matter and an awareness of the development of skills essential to the scientific process. The course focuses on a different topic each year, using hands-on laboratory activities to help students discover the rules that govern behavior of materials in the domain of science under study. Students construct a knowledge base and develop an understanding and appreciation of methods of scientific discovery. The course helps students to develop scientific habits of mind and serves as a foundation for designing science curricula. For Kerlin Science Institute fellows only.

Explorations of Nature
SCIE 510 2 credits (S1)
This course is designed to provide students with an introduction to the scientific exploration of the natural world through a review of the fundamental discoveries and principles of physical sciences, life sciences, and earth and space sciences. The course is organized around common principles of scientific inquiry, such as observation and experiment. As we discuss various concepts in the physical and life sciences, we will frame our work by issues such as what types of questions can be answered through scientific investigation, how such an investigation is designed, and the insights and limitations offered by experimental data. Once students understand the nature of science and its practice, we will explore some of the overarching themes that appear throughout the scientific disciplines, such as systems, models, constancy and change, time and space scales, evidence, and explanation. This course extends the traditional classroom lecture/discussion structure by requiring an experiential component to engage students in scientific investigations. It is our belief that through readings, activities, and discussions, students will consider science in its proper light as a unique way of knowing and understanding the natural world.

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 (LTELLs), 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 translingualism) 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 (S)**  
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, multimodal composition, rhetorical genre studies (RGS), and translingual 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, participants 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 (S1)**

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.

Summer Supervised Fieldwork/Advisement for TESOL: Head Teachers and Assistant Teachers  
**TESL 992 3 credits (S1)**

This course is designed for candidates in the TESOL program who are working teachers or assistant teachers. Its purpose is to give candidates 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 and August, candidates are placed in an appropriate site for five weeks, five days per week. Advisors visit them in their sites and meet with candidates individually. There are weekly conference groups with candidates and advisors that will include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice.
Assessment and Instruction in Teaching Mathematics to Children with Learning Variations
EDUC 542 2 credits (S, 2/S2)
See description on page 100.

Human Development I: Programming for Young Audiences
LEAD 501 4 credits (2/F)
In this course students will examine the interactions among the cognitive, social, emotional, linguistic, and physical development of children, with a particular focus on the elementary school years. They will explore core developmental theories and relate them to how young children function in museums and other out-of-school settings. Course work includes visits to museums and experiences with storytelling and other age-appropriate educational and programmatic strategies. For Museum Leadership students only.

Human Development II: Adolescents and Adults as Visitors and Volunteers
LEAD 502 3 credits (2/S)
This course assists museum educators in understanding adolescents and adults from two perspectives—as core audiences for their institutions and also as volunteers and salaried staff. Readings in adolescent development are supplemented by work with organizations experienced in working effectively with young people. Course work on the characteristics of the adult learner includes strategies for creating a sustainable volunteer program. For Museum Leadership students only.

Adult Development: Implications for Educational Leadership
LEAD 503 3 credits (F, S)
Students will examine the developmental periods of young, middle, and later years in the human life cycle, with a broad multicultural approach to learning and development. Studies and research are reviewed. Emphasis is given to developmental characteristics that have implications for professional growth and development.

Leadership in Curriculum and Instruction
LEAD 510 3 credits (F, S) (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. At the same time, in keeping with the realities faced by today’s school building leaders, it focuses intensively on the knowledge and tools needed to be discerning consumers and negotiators of curriculum. Finally, the course explores leadership in curriculum and instruction as a means of inspiring, guiding, and effecting school change.

Exhibition Development for Museum Leaders
LEAD 511 2 credits (2/F)
The course offers insight into exhibitions as learning environments, with an emphasis on how to create meaningful experiences for intergenerational audiences. Course work includes readings in the growing field of museum learning and analysis of different models of development and design, including the team approach. For Museum Leadership students only.

School Collaborations for Museum Leaders
LEAD 512 2 credits (2/S)
Because schools continue to be core audiences for museums, it is critical for museum leaders to appreciate fully the differences between the two cultures. The course begins with the history of museum/school collaborations. It emphasizes how to create engaging school programming, including curriculum development and teacher workshops, in collaboration with school faculty and leaders. The course includes a visit to an area museum. For Museum Leadership students only.

Museum Programming for Diverse Audiences
LEAD 513 1 credit (2/S)
This course offers the contextual and developmental perspectives needed to engage diverse visitors and learn-
ers, including (but not limited to) those with special needs and those whose first language is not English. It explores strategies leaders can use to ensure that every aspect of the museum’s environment and programming supports the needs and learning styles of each visitor. For Museum Leadership students only.

**Community-Based Leadership Seminar Series**  
**LEAD 515 1 credit (F)**  
This series of four seminars provides an overview of the field of community-based learning and includes moderated discussions with experienced leaders from a wide variety of local organizations. Through panel discussions, readings, and participants’ own investigations, each seminar addresses an essential question: What is a community? How are people in communities connected? How does change take place in communities? And how do community-based organizations catalyze, harness, and/or support change?

**Education Policy, Advocacy, and Law**  
**LEAD 530 3 credits (S)**  
Education policy is examined in the context of historical, philosophical, economic, sociocultural, political, and legal perspectives. Leadership theory and practices that create learning environments responsive to the multicultural constituencies of schools, as well as the laws that sustain them, are analyzed.

**Foundations of Educational Leadership: Ethics and Philosophy**  
**LEAD 532 1 credit (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: Adult Development**  
**LEAD 534 1 credit (S, S2)**  
This course surveys the nature of adult learners, examining patterns of development and the influences upon their own development. As students study materials and share their experiences, they acquire theoretical tools that will aid in their organizational interactions with adults and increase their understanding of their own development.

**Foundations of Educational Leadership: Organizational Development**  
**LEAD 535 1 credit (S2)**  
This course examines theory, research, and practice concerning organizational development. The course provides opportunities for students to integrate theory and research with administrative practice through the use of such methods as simulation experiences, readings, observations, and interviews.

**Foundations of Educational Leadership: Culture and Society**  
**LEAD 536 1 credit (TBA)**  
This course explores the social norms, values, and practices that affect schooling in the United States today. Students will develop an expanded analytical perspective and be able to relate this perspective to contemporary issues in school reform and cultural analysis.

**Organizational Development: Implications for Educational Leadership**  
**LEAD 537 3 credits (F, S)**  
This course examines theory, research, and practice related to organizational development. It covers a wide range of issues related to capacity-building, school vision and culture, and problem solving, and focuses on the relationship between school management and instructional leadership. Students have opportunities to integrate theory and research with administrative practice through readings, small-group work, simulation experiences, observations, interviews, protocols, and case studies.

**Literacy and Leadership**  
**LEAD 560 3 credits (S1)**  
This course is designed to support teachers’ and administrators’ understanding of literacy development as a holistic process. It explores the kinds of instructional strategies and policies that support this process with diverse and inclusive populations of students throughout the grades. A critical dimension of the course will be to identify ways in which teachers can play leadership roles in assessing, designing, implementing, and promoting effective literacy instruction throughout a school. The format of the course includes class and small-group discussions, short lectures, viewing of videotapes depicting “exemplary” literacy practices, and examination of curriculum and assessment materials. All participants will be expected to observe a series of lessons involving literacy instruction in their schools, conduct a series of interviews around the topic of literacy development, and develop a piece of literacy curriculum or a professional development project informed by insights that emerge in these observations and interviews.

**Supervising and Supporting Literacy Instruction in Diverse Settings**  
**LEAD 561 1 credit (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 debrief-
ing conversations, participants observe, record, and analyze the content and processes involved in coaching interactions. These experiences will allow participants to work more effectively with colleagues through regular conversations, discussions, and consultations about learners, literacy theory and practice, assessment, and instruction.

Leadership Communications Seminar
LEAD 600 1 credit (S1)
In this course students explore and practice the writing and speaking skills that will enhance their effectiveness as leaders. Skills covered include communicating effectively with parents, staff, and community organizations; writing vision and mission statements; writing memos; and communicating with central and district administrations.

Team Building and Collaborative Decision Making: Practices of Democratic Schooling
LEAD 601 3 credits (TBA)
This course is designed for principals, teachers, parents, and other school leaders who are interested in practical hands-on experiences in team building, shared decision making, and other collaborative processes relating to effective schooling. This course also provides opportunities for examining the political and ethical underpinnings of democratic practices in schools. Particular emphasis is placed upon developing leaders for small schools and the relationship between leadership and school size, student and staff recruitment, and selection, curriculum, and budget.

School Change: The Transformational Leader
LEAD 603 3 credits (F, S)
Current school reform efforts emphasize vision, shared decision making, professional autonomy, positive school structure, and restructuring. How are these concepts being realized in current practice? What choices and constraints accompany the processes of change and staff empowerment? In this course students examine the concepts which face principals in enhancing the effectiveness of schools, as well as the competencies of planning, joint decision making, problem solving, and negotiation. Course work complements and is tailored to the Principals Institute internship experience.

Development of Educational Policy
LEAD 604 1 credit (F)
This course is designed to provide students with an understanding of policy making at the local, state, and federal levels. Current issues and trends in education as they pertain to policy making are addressed. Students examine the forces that influence policy formulation and implementation at these three levels.

Staff Development and the Consultation Process
LEAD 610 3 credits (TBA)
Participants study and practice the concepts of staff development, with initial focus on the processes of growth and change in the adult. The way of enabling individuals to gain professional competencies is seen as a counseling relationship in group and individual interaction situations. New approaches to and models of staff training and development and group training are explored and used.

Professional Development for Mathematics Leaders
LEAD 611 3 credits (2/S2) (O)
Students will examine current literature and strategies for developing a professional development culture for equity-based math instruction in schools. They will define the purposes of math professional development in schools, study the nature of change, and examine the elements of various professional development models. Students will identify tools and practices that are needed for successful implementation of professional development in their own settings.

Processes of Supervision and Professional Development
LEAD 615 3 credits (F, S)
Designed for students who are preparing for supervisory roles or who are actively engaged in such roles, this course focuses on the objectives, functions, and evaluation of the supervisory experience within multicultural educational institutions. Organizational, cultural, and human variables that may facilitate or impede effective supervision are identified, and strategies to maximize or minimize their impact are generated. Supervisory attitudes and skills aimed at increasing professional growth in individual and group supervision are synthesized from a variety of supervisory models, with particular attention given to the clinical supervision model.

Museum Management I: Organizational Development
LEAD 616 2 credits (2/F)
Students look at the interrelationship of a museum’s mission, strategic planning, and the responsibilities of the board of directors. They learn about the fundamentals of nonprofit management and examine their own institutions in light of best practice. Readings include case studies in institutional change. For Museum Leadership students only.

Museum Management II: Marketing and Audience Development
LEAD 617 1 credit (2/S)
This course provides an overview of audience development through the lens of marketing. Students learn to recognize common misconceptions about marketing and to understand and apply strategic concepts in marketing for nonprofits. They receive an overview of the marketing planning process and an introduction to the essen-
tials of a marketing plan. These insights are then applied to their own institutions. For Museum Leadership students only.

**Museum Management III: Professional Development**
**LEAD 618 1 credit (2/S)**
This course covers many of the human resource challenges faced by museum leaders, such as recruitment and hiring, ongoing professional development, team building, conflict resolution, and internal communications. It will also address theories of leadership and approaches to developing a personal leadership style. For Museum Leadership students only.

**Museum Management IV: Fundraising and Proposal Development**
**LEAD 619 2 credits (2/S)**
Through readings, group discussion, case study analysis, and topical presentations, students explore the theory and practical applications needed to develop a solid financial base for nonprofit arts and cultural institutions. Course work includes developing a realistic grant proposal (including budget) and research into funding possibilities and guidelines. For Museum Leadership students only.

**Finance and Fundraising for Educational Leaders**
**LEAD 620 1 credit (TBA)**
This course provides teachers and administrators with the basic information and techniques necessary for obtaining grants. Processes for conceptualization and development of programs, identification of funding sources and resources, and the development of strong proposals related to the programmatic needs of the institution are examined and discussed. Students participate in actual proposal writing and review sessions.

**Fiscal Management, Grant Development and Marketing for Leaders**
**LEAD 624 3 credit (S2)**
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.

**Museum Management V: Shaping a Vision**
**LEAD 622 2 credits (2/F)**
This course examines the challenges contemporary museums face in striving to grow and maintain attendance, meet the expectations of funders, and serve the pressing needs of diverse communities. Students will analyze where their own institutions are situated within the current cultural landscape and acquire some tools and concepts for taking them in new directions. For Museum Leadership students only.

**Organizational Theory**
**LEAD 623 2 credits (2/F)**
Today’s organizations require more from their leaders and members than hard work and attention to the bottom line. A key challenge is to communicate well in the context of valued priorities, teams, culturally diverse settings, and multiple constituencies. This course helps students to see the “big picture” through readings in organizational theory and change. It also focuses on the skills needed to articulate, analyze, and work collaboratively to solve problems. For Museum Leadership students only.

**Law for School Leaders**
**LEAD 630 3 credits (S1, S2)**
The aim of this course is to familiarize both practicing and prospective administrators, supervisors, and school leadership personnel with the basic legal principles governing the structure and operation of school settings and the legal problems encountered in the day-to-day operation of schools. The broad general principles of school governance as determined by statute and case law are emphasized.

**Leadership Individual Study**
**LEAD 650 1/2/3 credits (A)**
This course provides an opportunity to investigate a problem or area of interest related to educational leadership under the supervision of a faculty member. Permission of the student’s advisor is required.

**Leadership Special Study**
**LEAD 651 1/2/3 credits (A)**
A group of students is provided with an opportunity to study an area of interest related to educational leadership under the supervision of a faculty advisor. Offered by special arrangement.

**Research for Educational Change**
**LEAD 660 3 credits (F, S)**
This course is designed to enable leaders, teachers, special educators, and others to be effective consumers of research, as well as to plan and carry out research in response to specific educational questions. Stages of the research process are discussed. Students analyze and evaluate research in the areas of leadership, school ef-
fectiveness, administration and supervision, teaching, and curriculum reform, and apply the findings to their everyday roles as educational leaders. It is expected that this course will be valuable for those matriculated students who are initiating projects to satisfy the Independent Study requirement. The format consists of lectures and discussions of the stages of the research process. Class members participate in a project involving research design, data collection, and analysis.

Research for Mathematics Leaders I
LEAD 661 1 credit (S2) (O)
This course is designed to increase graduate students' understanding of qualitative research. The course supports graduate students in developing and implementing qualitative action research projects. In addition, it 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 662 1 credit (S2) (O)
In this course, graduate students will build upon LEAD 661, furthering their understanding of qualitative research while developing a plan to share their research projects with a broader audience. Prerequisite: LEAD 661.

Research in Museum Settings
LEAD 663 2 credits (2/S)
This course introduces students to the concepts and tools needed to articulate and measure visitor-centered program goals and objectives. Students become acquainted with a variety of research methodologies that can be used for this purpose. Course work includes experience conducting visitor research in the field. For Museum Leadership students only.

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.

Leadership in Technology and the Arts Practicum in Clinical Supervision
LEAD 810 3 credits (F)
This practicum provides an opportunity to explore further the model of clinical supervision through careful evaluation of an ongoing supervisory relationship. Prerequisite: LEAD 615.

Child Life Program Development and Administration
LEAD 825 3 credits (S) (O) Child Life students only
This course will introduce students to the skills needed to develop, direct, and manage child life programs in healthcare settings. Emphasis will be placed on developing a philosophy of leadership that fosters team collaboration and staff participation. Program planning will be addressed within the context of child development and child life principles. Topics covered will include staff development and supervision, continuous quality improvement, proposal writing, program development, and departmental management skills. Prerequisite: EDUC 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 of 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.

Mathematics Leadership Summer Advisement
LEAD 843 0 credits (S2)
This course is an extension of LEAD 940. During the summer residency, 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 Leadership Institutes I and II
LEAD 850 and LEAD 851 2 credits each (2/S1)
These intensive one-week institutes during each academic year of the program include class sessions on conceptions of leadership and analysis of contemporary issues in museum education through site visits to the participants’ institutions. For Museum Leadership students only.

Leading a School District I
LEAD 861 1 credit (F)
This course focuses on the key constituencies in a district and the different relationships that exist among them. It includes understanding the district’s vision, how it was developed, and how it is sustained. The course also examines a district’s demographic and achievement data.
**Leading a School District II**
LEAD 862 1 credit (F, S)
This course looks at the varied roles and responsibilities of the superintendent/district leader and ties them to the challenges of creating and sustaining dynamic, humane, effective learning communities. It emphasizes the ways that district leaders’ decisions—in such spheres as instructional policy, planning, fiscal and human resources, facilities, legal and equity issues, accountability, and external relationships—affect schools’ capacity to engage students and strengthen achievement.

**Leading a School District III**
LEAD 863 1 credit (F)
This course focuses on how human and financial resources are allocated in a district to support the instructional program and the goals of the superintendent and school board.

**Leading a School District IV**
LEAD 864 1 credit (S)
This course focuses on examining a district’s budget from multiple points of view: theoretical, conceptual, and practical. Participants will become familiar with all phases of the budget process, from its inception to its implementation throughout a district. Content will be closely aligned, whenever possible, with the “real world” budgets currently in place in districts.

**Special Education Leadership: The District Perspective**
LEAD 870 1 credit (S, 2/S2)
Strong leadership at the district level is essential if schools are to become positive and successful learning environments for diverse learners, including children with disabilities and those at risk of failure. This course covers issues that enhance or create obstacles for inclusive schools and communities. Issues of equity are evident in most school districts and challenge educators to transform educational environments and processes to meet diverse needs. The course will address the issue of “achievement gaps” as well as links between social class and achievement in schools.

**Special Education Leadership II: Leading Inclusive Communities of Learners**
LEAD 872 3 credits (TBA)
This course focuses on systemic issues of special education leadership. Students will explore program management and service delivery with a view toward creating inclusive learning communities. Topics include curriculum planning and instruction, literacy and numeracy skills development, policies and procedures related to behavioral issues, management of resources and facilities, and professional development.

**Special Education Leadership: Meeting the Needs of all Students**
LEAD 873 1 credit (S1, S2)
Leaders are expected to create inclusive learning environments where all students, including students with disabilities and students who struggle, feel safe and have access to high quality, effective instruction. In this course graduate students will examine the history of the construction of disability and the disability rights movement and their impact on the school experiences of students with disabilities and their families. This course will also explore how markers of identity such as race, class, gender, and language intersect with disability. Graduate students will integrate their experiences and learning to reimagine and design a learning environment that provides support and promotes equity for all learners.

**Effective Management in an Educational Context**
LEAD 875 3 credits (TBA)
This course is designed for students in educational leadership programs. It examines various management topics applicable to school and district leadership. Some of the topics discussed are: globalization, marketing, labor relations, coaching, power, influence, communication, and other practical skills. It aims to give students an understanding of these topics, provide opportunities to practice relevant skills, and develop habits of good leadership and management. Students will be exposed to the theories and practices proposed by well-known authors in the field of leadership and management. Students will have opportunities to practice what they learn in class through realistic assignments and classroom activities. These will include the use of various protocols including case studies.

**Leadership for Educational Change Supervised Fieldwork/Advisement**
LEAD 900 12 credits/6 credits per semester (F, S)
Students exercise and/or practice leadership in their own school settings or in supervised placements with expert leaders, with considerable on-site support from both their Bank Street advisor and their site supervisor. Promoting collaboration among colleagues, supporting effective curriculum and instructional practice, and fostering constructive school change are emphasized in the internship. Students work closely with their advisor and conference group peers in integrating theory and practice.

**Future School Leaders Academy Supervised Fieldwork/Advisement**
LEAD 906 6 credits/1.5 credits per semester (F, S)
This course, for Future School Leaders Academy students, is designed to meet New York State certification requirements for building and district leadership internship experiences. Students develop internship program plans each semester, linked to each semester’s theme and national leadership preparation standards.
Students are supervised on site by their internship supervisor/mentor and 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 908 6 credits (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. 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)

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

**Leadership Supervised Fieldwork/Advisement**

LEAD 918 6 credits/3 credits per semester (F, S)

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 920 6 credits/3 credits per semester (F, S)

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/Advisement**

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

Fieldwork in an appropriate setting with supervision and advisement.

**Museum Leadership Supervised Fieldwork/Advisement**

LEAD 950 8 credits/2 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement.

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

LEAD 951 1 credit (2/F)

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

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

LEAD 952 1 credit (2/S)

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

Museum Leadership Seminar III:
History and Philosophy of American Museums
LEAD 953 1 credit (2/F)
This seminar looks at the history of museums and other cultural organizations, including the ideas of early innovators such as John Cotton Dana, contemporary commentators such as Stephen Weil, and many others. For Museum Leadership students only.

Museum Leadership Seminar IV:
Selected Topics in Community, Culture, and Policy
LEAD 954 1 credit (2/S)
This seminar uses case studies and other materials to analyze trends in the field, in particular issues related to community, civic engagement, and diversity. It looks at the national and local policy contexts in which these trends emerge. For Museum Leadership students only.

Mathematics for Leaders of Inclusive Schools:
Supporting Teachers in Meeting the Needs of All Learners
MATH 525 3 credits (S2)
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 (S2) (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.

Offered at Parsons The New School for Design
Drawing Concepts
PARS 7780 5 Credits (S2)
Approximately one-half of our class will be utilized drawing from the figure, costumed and nude. A variety of pose lengths will be explored, stressing the entire figure and the ability to see the entire picture plane. In addition, we will draw furniture, cityscapes, still lifes, and interiors to experience and examine how 3-D space is delineated and represented on a 2-D surface. Art historical approaches, pre-Renaissance, a bit of perspective, and modern examples will be looked at to see how drawing describes and defines the picture plane. Everything we look at in this class, we will draw. We will experience drawing as a tool for understanding and problem solving. Sketchbooks will be required. For Leadership in Technology and the Arts (with Parsons The New School for Design) students only.

Offered at Sarah Lawrence College
Fiction Workshop and Final Project Tutorial
SRLW 7782 5 credits (S2)
This course has two parts: a six-session Fiction Workshop and a six-session Final Project Tutorial. A different instructor will teach each workshop. The Fiction Workshop explores the process by which life is transformed into fiction. It examines the craft of fiction through close reading of selected stories and participants’ own writing. The course considers the question of authorial intentionality and explores a variety of narrative strategies. The Final Project Tutorial challenges students to develop further one piece of writing done during the three years of the program, or assemble several pieces of work into a coherent whole. For Leadership in Technology and the Arts (with Sarah Lawrence College) students only.
State Mandated Trainings

State Mandated Training on School Violence Prevention
STMD 100 0 credits (A) (O)
This workshop includes training in effective classroom management techniques, identifying the warning signs of violent and other troubling behavior, and intervention techniques for resolving violent incidents in the school. (Offered only to matriculated students.)

State Mandated Training in Child Abuse Identification and Reporting
STMD 105 0 credits (A) (O)
All adults working with children under eighteen years of age are required by NY State law to report suspected child abuse and neglect. This course will help you learn to identify symptoms of child abuse and neglect and will provide you with information about the required procedures for reporting abuse. (Offered only to matriculated students.)

State Mandated Training: Dignity for All Students
STMD 110 0 credits (A) (O)
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. (Offered only to matriculated students.)

Continuing Professional Studies

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

Open, continuing registration is held on a space-available basis online at graduate.bankstreet.edu/cps/registration, by mail, by fax, or in person in the Continuing Professional Studies office. Courses can be taken for graduate credit, for continuing education units (CEUs) or for New York State Continuing Teacher and Leader Education (CTLE) hours. Students registered for credit can earn one graduate credit in a weekend or two credits in two weekends. Readings and a paper are required for credit.

Graduate school tuition is charged ($1,612 per credit for the 2019–2020 school year).

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

The following is a list of courses for credit. 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 for current information.

American Sign Language: Module One
LANG 760N 1 credit (S2)

American Sign Language: Module Two
LANG 761N 1 credit (S2) (O)

American Sign Language: Module Three
LANG 762N 1 credit (S2) (O)

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 517N 1 credit (S2)

Bookmaking: A Workshop
TEED 576N 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 (F)

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

Dynamic Leadership: Inspiring and Supporting Your Teaching Faculty
LEAD 528N 1 credit (S2)

Early Childhood Assessment
SETE 517N 1 credit (S2)
Early Numbers, Addition, and Subtraction
TEED 650N 1 credit (S2)

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

Experiments in Art: The Artistic Process
ARTS 500N 2 credits (S2)

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)

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

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)

Supporting Emergent Literacy in the Classroom (Preschool, Ages 3-5 years)
TEED 630N 1 credit (S2)

Teaching Kindergarten Conference
TEED 551N 1 credit (S)

Using the Supportive Play Model: Individual Intervention in Early Childhood Practice
SETE 511N 1 credit (S)

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

The Youngest Scientist: Hands-on Adventures (Ages 3-8 years)
TEED 531N 1 credit (F, S)

Travel Programs
More details available on http://graduate.bankstreet.edu/cps/travel-programs/

Building Bridges to Cuba
TEED 657N 1 or 2 credits (Study Abroad, alternating summers in odd years)

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

The Delicate Connection of People and the Biology of the Rainforest
TEED 648N 2 or 3 credits (Study Abroad, S2)
Services and Policies
The Graduate School welcomes applications from individuals who have strong academic records and who have experience and interest in education or related fields. We believe that professions in education require intelligent, reflective, flexible, and creative individuals with strong ethical standards. Those interested in applying are encouraged to visit the College. Prospective students can learn about Bank Street at one of the Open Houses held periodically throughout the year, as well as through individual appointments with admissions counselors or directors. Admissions and financial aid materials are available by mail, on our website (graduate.bankstreet.edu/admissions-financial-aid/), or in the Office of Graduate Admissions.

Criteria For Admissions
The criteria described here apply to applicants for all graduate degree programs. Applicants should consult specific program descriptions in this 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, Leadership for Educational Change, Principals Institute, or Future School Leaders Academy must have a prior master’s degree 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.

Applicants intending to begin a teacher preparation program or educational leadership program that leads to a New York State certification must sit for an entrance exam.

Applicants who are seeking their first initial certification, already hold an initial certification and are seeking professional certification, or are applying to a leadership program that leads to certification have two choices for their entrance exam:

- GRE (institution code is 2035); or
- MAT (institution code is 3197)

Applicants who have a prior master’s degree in education and a valid New York State teaching certification are exempt from the entrance exam requirement. Scores should be sent to the Office of Graduate Admissions. Please contact the Office of Graduate Admissions with any questions.

If you intend to enroll in a single certification program in areas such as special education, literacy, or curriculum and instruction, 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 many of our certification programs, applicants must meet breadth and depth distribution requirements in the liberal arts and sciences. Applicants are expected to
have breadth across the liberal arts curriculum, as well as an undergraduate concentration (ten courses or thirty credits) in one of the liberal arts or sciences. See website for specific course requirements (graduate.bankstreet.edu/admissions-financial-aid/admissions-criteria/liberal-arts-sciences-requirements-for-certification/).

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 141 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 to:
The Office of Graduate Admissions
Bank Street College of Education
610 West 112th Street
New York, NY 10025

Application Requirements and Priority Submission Dates
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
• three letters of recommendation
• reflective essays and autobiography
• official transcripts of all prior work in higher education
• résumé

Applicants admitted into programs leading to initial or professional certification must complete an entrance exam before being able to register for their first semester. Certain populations may be exempt from this requirement. Please refer to page 129 for more information. Some programs may have additional requirements. Please see program pages for more information.

Although we evaluate applications throughout the year, there are three priority submission dates:

For spring 2020 enrollment:
Submit completed applications by November 1, 2019.

For fall or summer 2020 enrollment:
Submit completed applications by February 1, 2020.

For summer 2020 residency program enrollment:
Submit completed applications by April 1, 2020.

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) by February 1 (see page 132). Applicants who wish to be considered for named scholarships must submit the scholarship applications by the posted priority submission dates, February 1 for fall and November 1 for spring.

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 an admissions interview. At the discretion of the program, applicants who live at a distance from the College may be able to arrange to have an interview by phone or video conference instead of in person.

Admissions Decisions
Admissions decisions are made throughout the year. Generally, applicants are notified about the admissions decision within four to eight weeks after the application is complete. For those applicants who meet the priority submission dates, the Office of Graduate Admissions will reach an admissions decision prior to the start of the term to which the applicant applied.

Provisional Acceptance
Occasionally, applicants are admitted to Bank Street on a provisional basis. This means that the applicant is accepted to a degree program, but with the proviso that he or she meet specific conditions as indicated in 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.

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 transcript evaluations from World Education Services, Global Language Services, and Education Evaluators International. 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.

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.
Financial Aid

Emmett Cooper, Director
Adrienne King, Senior Associate Director
Kaisha Lopez, Assistant Director

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 Scholarship is based on need as determined by federal guidelines. To be considered for First Year Scholarships, applicants must complete the scholarship essay question in the admissions application. 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 for all scholarships should be completed by priority submission date of February 1 for programs beginning in the Summer or Fall semester. The FAFSA priority submission date is also February 1.

Graduate School candidates who missed the priority submission date should complete and file the FAFSA as soon as possible to be considered for financial aid.

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. All financial aid materials and information are available in the Office of Financial Aid (Room 639) or may be found using links provided on our website. 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 the combination of unsubsidized loan(s), scholarship(s), and all other awards that the student is eligible. In addition, a Disclosure Statement is sent to the student from the U.S. Department of Education Loan Origination Center, confirming the amounts of unsubsidized loans requested by the student for the relevant fiscal year (e.g., Summer 2—Summer 1).

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 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/.

Scholarships/Fellowships/Stipends
To be considered for a named scholarship a separate application must be completed. Please contact the Office of Graduate Admissions for more information on the application. Eligibility varies by scholarship but in general includes:

- Enrollment as a matriculated student
- At least half-time enrollment
- Submission of a FAFSA
- Submission of Financial Aid Questionnaire
From time to time the college may promulgate program opportunities that charge special tuition rates. Students who are selected for and admitted to these special tuition rate programs are not 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.

**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 Doehla Scholarship**
This scholarship is available to students who meet the general eligibility criteria stated above.

**Glickenhaus 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 women who are career changers, who meet the general eligibility criteria previously stated, 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 Pfieffer 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.
The student 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 are providing 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.benefits.va.gov/gibill/apply.asp. 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. More information about education benefits offered by the VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

**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 or Spring 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 or Spring; 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
qualified teachers to serve in low-income schools in Federal Title IV program designed to encourage highly
Higher Education (TEACH) Grant is a merit-based
The TEACH Grant

• following criteria:
  
  • 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/.

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/.

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 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 $20 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
any lending institution. 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/.

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 review 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

Meghan Chvirko, Acting Registrar
Niurka Jimenez-Jailall, Assistant Registrar
Bettina Tillman, Administrative Assistant

Registrar’s Office: 212–875–4406
registrar@bankstreet.edu
Located on the first floor at the end of the corridor to the west of the Lobby

Matriculated students register for classes via the College’s Web Registration system during the official Priority Registration period prior to each term. Matriculated students will be notified via email of their specific appointment time to register within the Priority Registration period. Registration appointments are generated by proximity to graduation—those students closest to graduating receive the earliest appointments.

Students must be given academic clearance by their advisor or director in order to register for a new term. Any outstanding debts to the College or books/ fines owed to the Library must also be cleared before students are permitted to register for new classes.

Matriculated students should consult the Registration webpage available on the Registrar’s page of the College’s general website, graduate.bankstreet.edu/student-services-support/registrar/, and also on, my.bankstreet.edu where web registration occurs.

New students, who have yet to matriculate and are registering for the first time, will register for classes via the College’s Web Registration system during the official Priority Registration period prior to each term. Students are sent email invitations with their specific appointment times to register within the Priority Registration period. Students who miss the Priority Registration period must register during the online Registration and Add/Drop period each term. Registration and Add/Drop registration times are available at graduate.bankstreet.edu/student-services-support/registrar.

At the close of each semester’s registration cycle, newly matriculated students who have registered will be given 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.

Non-matriculated students must register in the Registrar’s Office on the first day of each term. Faculty and staff will be available to discuss course options suited to individuals’ interests and needs.

All students should consult the Academic Calendar and the Course Schedule, both of which are available on the Academics section of the website at graduate.bankstreet.edu, for schedule and calendar updates.

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, or change from one section to another of the same course, must do so before 11:59 pm the day of the second class session. It is the policy of the College that any class must be officially dropped online by 11:59 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 Registrar’s Office and also on graduate.bankstreet.edu. Students may not withdraw from the Integrative Master’s Project (IMP).

After a student has registered, s/he is accountable for the completion of this work unless a request to drop or withdraw from the course(s) is submitted to the Registrar’s Office in writing, using the appropriate form. Students who have registered for a course, and then stop attending 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 at the time of registration. Please see Billing and Payment for all costs associated with attendance.

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.
Billing and Payment

Student Accounts Administrator
212-961-3369; 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 $1,612
- Tuition for Supervised Fieldwork/Advisement per credit $1,612
- Enrollment Fee (nonrefundable): $250
- Registration fees per term (nonrefundable):
  - 3 credits or fewer $50
  - 4 credits or more $100
  - Late registration fee $25
  - Transcript request $7
  - Each copy added to request $2
  - Add/Drop fee $15
- Institutional Assessment Fee (nonrefundable) $150
- Integrative Master’s Project fee* $750
- Independent Study extension fee $100
  (Students who do not complete the Independent Study within one year will be charged an additional $100.)
- Matriculation Maintenance Fee $50
- Technical Assistance fee for selected Independent Studies and Portfolios $150
- 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 replacement fee $25
- 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 may be paid in full at the time of registration with check, money order, VISA or MasterCard, evidence of financial aid, or valid courtesy course voucher.

Deferred Payment Plan. Total tuition and fees may be paid in four equal installments for the fall and spring terms, and two equal installments for the summer long term, as indicated on the Payment Agreement form completed at registration. Deferred payments are only allowed for fall, spring, and summer long semesters. There is no finance charge when payments are received in the College’s Business Office according to the following projected schedule, but there is a $20 processing fee each term. Payment is due the second Friday of every month, beginning in September for the fall term, January for the spring term, and June for the summer long term.

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. Invoices that include details of all charges will be mailed regularly by the College. When student accounts become past due, they are referred to a collection agency and students are then billed for the cost of the collection service. In addition, delinquent accounts are routinely reported to the credit bureau.

Summer 1 and Summer 2 Sessions

Full Payment. A student pays the full amount of tuition and fees at registration with a check, money order, VISA or MasterCard, evidence of financial aid, 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 2019–2020 fiscal year, tuition is $1,612 per credit or $72,540 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 153). 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 2019–2020 nine-month academic period:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (18 credits)</td>
<td>$29,016</td>
</tr>
<tr>
<td>Books and Fees</td>
<td>$1,100</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>$16,200</td>
</tr>
</tbody>
</table>

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. 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

Cecelia Traugh, Dean
ctraugh@bankstreet.edu, 212-875-4668
Vacant, Associate Dean of Academic Affairs*
Valentine Burr, Chair, Teaching and Learning Department
vburr@bankstreet.edu, 212-875-4791
Anthony Conelli, Chair, Leadership Department
aconelli@bankstreet.edu, 212-875-4710
Peggy McNamara, Senior Director of Student Learning Support and Community Initiatives; Chair, Academic Standing Committee
mam@bankstreet.edu, 212-875-4586
Ann Cox, Assistant Dean for Institutional Data, Assessment, and Certification
acox@bankstreet.edu, 212-875-4416
Meghan Chvirko, Acting Registrar
mchvirko@bankstreet.edu, 212-875-4687
Gretchen Adams, Director of Administration
gadams@bankstreet.edu, 212-875-4461
*For all Associate Dean questions, contact the Dean.

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 $250 enrollment fee by the date outlined in the acceptance letter.

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.

Deferring Enrollment

Individuals who have been accepted into a program, but who wish to postpone their enrollment, should contact the Office of Graduate Admissions and their Director 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 $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.

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:

- 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.
- Students must comply with the Graduate School’s standard of Satisfactory Academic Progress (see page 145). This means that students must progress toward their degrees at a pace sufficient to complete all degree requirements within a five-year time frame.
- Students must maintain satisfactory work in the supervised fieldwork setting, as assessed by the advisor 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.

Grade Point Average and Academic Probations

All students must achieve a cumulative grade point average (GPA) of at least 3.0 in order to graduate. After each grading period, the Registrar’s Office reviews students’ records to determine each student’s academic standing. Any student whose cumulative GPA falls below 3.0 will be placed on probation and will be required to meet with the Director to develop a written plan to restore good academic standing. The plan must be signed by the student and the Director and submitted to the Department Chair. The purpose of the plan of study is to outline a strategy to obtain and maintain a cumulative GPA of 3.0. The plan of study will include scheduled courses.
(possibly over several semesters), and students will be required to register for courses as the plan outlines. 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).

Once a plan of study is agreed-upon, the Department Chair will review and monitor student progress on the plan.

**Procedures for developing and following a plan**

- In the next term the student enrolls (following placement on probation) the student must complete all courses in progress (receive no grades of Incomplete) and achieve at least a B (3.0) average for that term. Due to the timing of the grading periods, students may already be registered for the next term when they are notified that they are being placed on academic probation. In these cases, the Department Chair will evaluate the student’s progress on the plan and may require a decrease in credit load and/or withdrawal from all courses for the subsequent term. The College’s standard policy on refunds will apply.

- At the completion of the probationary term, the Department Chair will review the outcomes of the plan with the Director. If the student has successfully addressed the points in the plan, the student will be permitted to continue to enroll with a subsequent written and signed plan in place. The Department Chair will approve each plan each term until the 3.0 GPA is achieved. During this period, the student must achieve at least a 3.0 average each term and complete all courses in progress (i.e., receive no grades of Incomplete). Once a cumulative grade point average of 3.0 has been achieved, the student must maintain it.

- 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, a registration hold will be placed on the student’s record and 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). If, however, the student does not achieve satisfactory work in the SFW/A setting in the first term, the advisor may award a grade of NP. Whenever a grade of NP is awarded for supervised fieldwork, the student is academically dismissed.

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 that section of the catalog), 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 two semesters of fieldwork, it is the assessment of the advisor that additional fieldwork is required. Credit for completion of the fieldwork year may be withheld until the additional term of fieldwork is successfully completed.

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 the typical fall/spring semester fieldwork that begins in the fall term, students are expected to complete the requirement by the end of the spring term. If students do not return in the spring to complete the second semester, they must register by the following spring to complete the required second semester. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent (no A+ may be awarded)</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>Very Good</td>
<td>3.8</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Acceptable achievement; minimum grade for good academic standing</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>Below minimum for good academic standing</td>
<td>2.8</td>
</tr>
<tr>
<td>C+</td>
<td>Fair</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>Very poor</td>
<td>1.8</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>0.0</td>
</tr>
<tr>
<td>ENR</td>
<td>Currently Enrolled (appears prior to grade entry for the term)</td>
<td>NV</td>
</tr>
<tr>
<td>P</td>
<td>Pass: Awarded (only) for Supervised Fieldwork/Student Teaching/Advisement; selected seminars and practical museum leadership courses; and selected one-credit courses</td>
<td>NV</td>
</tr>
</tbody>
</table>

142
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>Incomplete (An IN can become an NC [No Credit])</td>
<td>NV</td>
</tr>
<tr>
<td>IA</td>
<td>IMP Attempted: IMP work attempted, but has not been sufficiently completed.</td>
<td>NV</td>
</tr>
<tr>
<td>IP</td>
<td>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 Pass</td>
<td>NV</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Progress for Independent Study</td>
<td>NV</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit: If Incomplete work is not submitted by the required due date, the Incomplete grade is converted to a No Credit grade</td>
<td>NV</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit: Credit earned at another institution and applied to Bank Street College degree</td>
<td>NV</td>
</tr>
<tr>
<td>WD</td>
<td>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 (see Academic Calendar for pertinent dates)</td>
<td>NV</td>
</tr>
<tr>
<td>WDA</td>
<td>Administrative Withdrawal: This grade may be awarded in special circumstances at the discretion of the Administration of the Graduate School</td>
<td>NV</td>
</tr>
<tr>
<td>WV</td>
<td>Waived: Indicates that student does not have to take the designated course to meet degree requirements</td>
<td>NV</td>
</tr>
<tr>
<td>AT</td>
<td>Attended: Awarded for Continuing Professional Studies courses taken not–for–credit; State Mandated Trainings and for the NYS internship</td>
<td>NV</td>
</tr>
<tr>
<td>NT</td>
<td>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</td>
<td>NV</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by the instructor. <em>(This is a temporary indicator only. It is replaced by an actual grade when grades are submitted.)</em></td>
<td>NV</td>
</tr>
</tbody>
</table>

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

**Grade Reports/Transcripts**

Student grades are posted on my.bankstreet.edu approximately one month after the end of each semester. Requests for official or student copies of transcripts are generally processed within three to five working days after receipt of a written request, which must include an original signature. There is a $5 fee for each transcript requested. The cost is the same for official and student copies. Transcript requests may take slightly longer to fulfill during registration periods. For full instructions on how to order a transcript, visit graduate.bankstreet.edu.

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

Bank Street complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, also known as the Buckley Amendment. The act is designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act. The policy and procedures used by the institution to comply with the provisions of the Act are available in the Registrar's Office. The Registrar's Office also maintains a Directory of Records that lists all education records maintained on students by this institution. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office. For additional information concerning FERPA, please see the Appendix, page 166.

**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 Registrar's Office. 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 department Chair and the request is reviewed by the Registrar's Office. Once the form is processed, the student is notified in writing confirming the leave.

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. If a student does not return within that year, they will be contacted by their program faculty about their intent to continue in the program. Students will have 30 days to respond to this inquiry or will be administratively withdrawn. Withdrawn students who wish to return must contact the Office of Graduate Admissions. When students resume matriculation, they may be required to complete more coursework based on current program requirements.

**Medical Leave of Absence**

Students who must temporarily stop attending ALL courses and fieldwork for medical reasons must complete a Medical Leave of Absence form. The form must be accompanied (or followed) by a letter on letterhead which may be mailed or emailed that provides supporting documentation of the illness from the attending health practitioner including the following information:

- Date of medical exam for this condition
- Brief description of the reason the student is unable to complete program requirements, in non-technical terms (specific medical conditions need not be disclosed)
- The College reserves the right to require students to provide documentation from their medical provider attesting to their readiness to resume studies
The anticipated term of illness or length of time the medical condition will inhibit the student from attending courses and/or supervised fieldwork. Students utilizing financial aid must obtain a signature from the Financial Aid Office. The Registrar’s Office will review the request and notify the student in writing of the approval or denial of the medical leave. The Registrar will inform the student’s Director, advisor, and Department Chair. The Registrar will coordinate a medical withdrawal from affected coursework and/or fieldwork currently in progress, and refund applicable tuition paid for the term (not registration fees). The medical leave of absence may extend the student’s matriculation period by the length of time for which the leave is in effect. When students are ready and able to resume matriculation, they should contact the Registrar’s Office. Depending on the duration of the leave, students resuming matriculation may be required to complete more coursework based on current program requirements.

Once the completed documentation and Medical Leave of Absence form are submitted to the Registrar’s Office, a grade of WDA will be assigned to the appropriate course(s). Students may not retroactively apply for a medical leave of absence.

**Medical Withdrawal from a Course(s) or Supervised Fieldwork**

There may be times that students are advised by medical 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 medical leave of absence, but can instead apply for a medical 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 Medical Leave of Absence.

To apply for medical withdrawal from a course(s) or supervised fieldwork, students will need to fill out the Medical Withdrawal from a Course or Supervised Fieldwork form and submit it with documentation from a physician which includes the following information:

- Date of medical exam for this condition
- Brief description of the reason the student is unable to complete course requirements in non-technical terms
- The anticipated term of illness or length of time the medical condition will inhibit the student from attending courses.

If a student is a financial aid recipient, the student should contact the financial aid office to inquire about the impact of a medical withdrawal.

Once the completed documentation and Medical Withdrawal from a Course or Supervised Fieldwork form are submitted to the Registrar’s Office, a grade of WDA will be assigned to the appropriate course(s). Students may not retroactively apply for a medical withdrawal from courses.

**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 in the Registrar’s Office and also at graduate.bankstreet.edu. 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 one calendar year and who do not file appropriate paperwork requesting a leave of absence or withdrawal from the college will be contacted by their program faculty about their intent to continue in the program. Students will have 30 days to respond to this inquiry or risk being administratively withdrawn. 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 Registrar’s Office and follow procedures to take a leave of absence (see page 143).

**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 Registrar’s webpage. The change must be approved by their Director and students must have met necessary prerequisites for the new program to be eligible for a program change. 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.
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.

After five years, if a student has not completed the requirements, the student will be contacted by their program faculty about their intent to continue in the program. Students will have 30 days to respond to this inquiry or will be administratively withdrawn. Students interested in continuing with their degree program after 5-years of matriculation must apply to the Chair of the Committee on Academic Standing for permission to continue working toward their degree. The Chair of Academic Standing should be contacted directly. 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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>4</td>
<td>13</td>
<td>25</td>
<td>35</td>
<td>36–46</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30– to 46–Credit Programs (minimum credits earned)

47– to 58–Credit Programs (minimum credits earned)

*Because the year is measured July 1 through June 30, a student who first takes a class as a matriculated student in either the Spring or the Summer 1 term would only be required to complete one credit rather than four credits during those terms.

A student’s complete academic record will be reviewed annually (generally in July) to see if the student is meeting each of the above standards of progress. All courses completed and attempted 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 and instructor must agree on a final due date for submission of the outstanding work. To receive credit for the course, the student must complete all requirements by the date set. If the work is not completed by the due date, the grade is changed to NC (No Credit). In exceptional circumstances, a student may petition the Committee on Academic Standing for additional time to make up incomplete work. **Extensions are limited to May 15 of the following year for a fall semester course, or December 15 of the following year for a spring or summer course.** 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/unit, 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**

Successfully completed courses will be counted toward completed/earned credits.
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 nonenrollment, 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.

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 gets 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.

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@bankstreet.edu to regain good standing and eligibility to receive financial aid, if applicable. The SAP Committee consists of the Director and the Senior Associate Director of Financial Aid, the Registrar, and the Associate Dean of Academic Affairs. 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 follow the “Procedures for developing and following a plan” as described in the Grade Point Average and Academic Probations 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 students at open registration. 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 nonmatriculated 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 Nonmatriculated Students
All students (nonmatriculated as well as matriculated) who enroll for six (6) or more credits in any term are required to comply with New York State immunization requirements. These requirements specify that prior to attending class, students must provide proof of immunity to measles, mumps, and rubella, and also to meningitis. (Those students born prior to January 1, 1957, need only provide meningitis information.) To document their immunity, students must submit the Bank Street Student Immunization Report or equivalent documentation to the Registrar’s Office.

Attendance
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 responsible for notifying
Matriculation Maintenance
A degree can only be conferred for currently enrolled students. If students are not registered for classes, the Integrative Master's Project or supervised fieldwork in the semester they intend to graduate, they must register for matriculation maintenance by the end of the add/drop period. This situation might occur, for example, if students are completing coursework for a prior class in which they received a grade of incomplete. Students must register for matriculation maintenance, MMNT500 on my.bankstreet during web registration or via paper registration form. A $50 fee applies.

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, which should occur during the first semester the student is matriculated via the Transfer of Credit form. To request the transfer credit(s) be honored at Bank Street, the student must secure written approval from an advisor or Director and from the Department Chair, 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 Associate Dean for Academic Affairs. The decision of the Associate Dean is final. The Transfer Credit Request form is available in the Registrar’s Office and online. Students will not be granted any credits for waived courses.

Special Individualized Course
Students may arrange special individualized coursework with faculty members in areas of mutual interest. Both the student’s academic advisor and the faculty member with whom the student intends to work must approve the special individualized course. The faculty member will individually guide the student’s work. To register for a special individualized course, the student must complete a Special Individualized Course Permission and Registration Form and submit it during the regularly scheduled registration period, and pay the tuition per credit. Department Chair approval is required.

Graduation 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 Registrar’s webpage) by the end of add/drop for the term in which they wish to graduate. Degrees are ceremonially conferred by the President of the College at an annual ceremony in May and administratively by the Registrar’s Office once all degree requirements are complete.

Students who anticipate completing degree requirements in their entirety by the end of the summer 2019, summer 2019, summer long 2019, fall 2019, or spring 2020 term, and who have submitted a Graduation Application, are invited to participate in the annual spring commencement ceremony. Degree requirements include all course and field work 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 comple-
tion by the end of the spring semester. 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. For process, see the section on Matriculation Maintenance. Any petition for an exception to this policy must be made by February 28 to the Chair of the Academic Standing Committee. Petitions must be made online via the Request to Participate in Commencement Form. The Committee will convene and make a final decision concerning eligibility to participate in the ceremony.

**Please note:** All financial obligations must be fulfilled before a diploma or certificate is released, and diplomas and transcripts will be withheld from any student who has an outstanding balance.

**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 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 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 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 basis. 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 Associate Dean of Academic Affairs 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/advise-ment. 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 Associate Dean of Academic Affairs, 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 Committee on Academic Standing reviews the report and the issue with the student (and an outside person, if desired) and, either together or separately, with the faculty member.
- The Committee on Academic Standing makes a decision and shares it with the student, the faculty member, the Director, the Department Chair, and the Dean of the Graduate School. The decision of the Committee on Academic Standing 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 Committee on Academic Standing.

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 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 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 Registrar of the College. 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 (the Registrar and Senior Director of Student Learning Support and Community Initiatives), and three faculty representatives. Appeals should be sent to the Associate Dean of Academic Affairs.

**Institutional Test Score Annual Report for the Academic Year 2017–2018**

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 2017-2018 year (7/1/17-6/30/18), 62 students took the Educating All Students test and 59 passed it for a 95% pass rate. 24 students took the Multi-Subject Birth to Grade 2 Test and 20 passed it for a 83% pass rate. 24 students took the Multi-Subject Grades 1-6 Test and 24 passed it for a 100% pass rate. 26 students took the Students with Disabilities CST and 24 passed for a 92% 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, the Registrar’s Office, and the Graduate School Office (Room 603); it is also excerpted in this catalog (page 167). 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.

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)

2. **Workshops (free to matriculated students):**
   - 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/

**Internship Certificate Credential**

Bank Street College supports the New York State Internship Certification Credential. This is an opportunity for graduate students who are seeking teaching positions to obtain New York State certification prior to graduation if they meet the eligibility requirements set for them by the State. The Internship Certificate Credential is a temporary New York State teacher certification that allows a graduate student who has completed at least one-half of the credits required for the master’s degree program to teach in a New York City public school. Students must be matriculated in a program that leads to certification and be in good standing. 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 is limited to a particular school and 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.

Visit 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 Registrar’s Office at certification@bankstreet.edu for assistance. Be sure to include your student identification number and name.
Career Services

Susan Levine, Director
212–875–4657; slevine@bankstreet.edu
Located in the Office of Admissions on the first floor on the east side of the Lobby.

The Career Services Office serves as a resource and information center. Career Services are provided to alumni and to students matriculated in degree programs. Students are encouraged to take advantage of the variety of services the office has to offer at the beginning of their matriculation at the College.

Résumé and interview skills workshops are offered individually and for small groups throughout the year. Students are encouraged to meet with the Director to discuss strategies to be used during the job search process, such as how to organize a job search, networking, and researching schools, institutions, and agencies. In addition, the career services office hosts the following annual events: a Job Search Boot Camp, which provides information on the job search process, and two Job Fairs with representatives from New York City public, 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
Peggy McNamara, Coordinator
212–875–4586; dso@bankstreet.edu

Bank Street College encourages students with visible or hidden disabilities to self-identify and to provide further information as soon as possible after admission to the College so that they may receive the reasonable accommodations to which they are entitled.

The mission of the Disability Services Office is to support your full access to the learning environment here at Bank Street. We can work with you to determine which accommodations may best meet your learning needs, assist you in advocating for yourself, refer you to additional services, and provide information about your rights. We also support faculty and staff in their work to create equitable and accessible learning environments.

The Disability Services Office at Bank Street College provides reasonable accommodations to Bank Street graduate students with disabilities. If you have a diagnosed disability or suspect that you may have a disability, contact Peggy McNamara, Coordinator of the Disability Services Office, at dso@bankstreet.edu or 212-875-4586. The Disability Services Office is located in room 607 at 610 West 112th Street.

Nonmatriculated students who need accommodations should identify themselves as soon as they contemplate taking a course. For further information on your rights and what the Disability 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
212–875–4458; 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 collection also contains many DVDs and books on CD. 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.
Librarians help students and faculty identify and locate pertinent information, teaching them to conduct searches using the online catalog and databases. Librarians also offer research classes for students, which include a library tour and an introduction to research using the databases and catalog. A schedule of research class offerings each semester can be found on the library’s website (www.bankstreet.edu/library). Individual sessions are also available during reference hours with or without an 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

Council of Students (COS)
Jess Wontropski, COS Advisor
212-875-4474; jwontropski@bankstreet.edu

COS (pronounced cuz) is the Bank Street College graduate student organization. Members meet regularly to work on issues pertaining to the quality of student life at Bank Street. The primary goal is to provide students with the opportunity to participate in and promote productive dialogues among the student body, within the Bank Street community, and beyond.

COS sponsors and organizes educational and professional development activities for students, as well as social events. COS’s annual survey to students seeks to better understand and respond to student needs, while providing students with an additional voice.

The COS webpage (graduate.bankstreet.edu/student-services-support/council-of-students/) lists upcoming events and happenings and provides information about getting involved and how to contact a COS representative.

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. He or she will provide 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 COS, 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.

Bookstore
Caitlyn Morrissey, Manager
212–875–4551; cmorrissey@bankstreet.edu

The Bank Street Bookstore, located at Broadway and 107th Street, offers books, games, and toys for children, families, and educators. All books required in courses may be ordered online at http://bankstreet.textbookx.com.

The Bookstore is open Monday through Wednesday from from 9:00 am to 7:00 pm, Thursday through Friday from 9:00 am to 8:00 pm, and Saturday through Sunday from 10:00 am to 7:00 pm (call for holiday hours). The Bookstore’s address is 2780 Broadway, New York, NY 10025; the telephone numbers are: 212–678–1654 and 800–724–1486 (toll–free). Visit the Bookstore’s website: www.bankstreetbooks.com.

Housing
Bank Street College does not maintain dormitory facilities. Notice of available apartments to rent or share may be found on the Bank Street website. 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: graduate.bankstreet.edu/admissions-financial-aid/admitted-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
212-875-4512, 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
The Help Desk staff, located in the Library, 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 and is open to the College community. The cafeteria offers a wide selection of wholesome foods. The Cafeteria is open from 7:45 am to 3:00 pm, Monday through Friday. Catering services are also available.

Business Office Services
Alpha Conteh, Chief Financial Officer
212–961–3370; aconteh@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. In addition, Business Office staff work with the Office of Financial Aid and the Registrar’s Office in the administration of student loans and scholarships.

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 Articulation Agreement with Purchase College, State University of New York (SUNY)
Bank Street College maintains an articulation agreement with Purchase College, SUNY. This initiative is designed for undergraduate students currently enrolled at Purchase College, SUNY interested in obtaining certification in Early Childhood General Education. Eligible students take 20 credits of specified undergraduate courses at Purchase College, SUNY that count toward the completion of 10 master’s degree credits at Bank Street, thereby reducing the total number of credits required for the completion of their master’s degree. Students may submit an admissions application in their junior year and be provisionally accepted to Bank Street at that time. Once the students have completed all their undergraduate studies, their final transcripts will be examined to determine if the student has maintained a 3.0 GPA overall and in the designated courses. When all requirements have been met, the Bank Street Admissions Office will send out the final acceptance letter.

Emotionally Responsive Practice
Lesley Koplow, Director
212–875–4721; lkoplow@bankstreet.edu
Emotionally Responsive Practice at Bank Street offers ongoing professional development, teacher support, coaching, and other on-site services to early childhood and elementary school programs. Our services build on the well-documented connection between emotional well-being, learning, and positive peer relationships. We help educators and administrators develop emotionally responsive school routines, curricula, and adult-child interactions that support all children, including those with a traumatic history.

Bank Street Online Education
Laura Zadoff, Instructional Designer for Online Learning
212-875-4690; lzadoff@bankstreet.edu
Bank Street Online Education is an institutional unit dedicated to the advancement of online teaching and learning at the college. Its mission is to support Bank Street community’s efforts to promote innovative teaching strategies and technologies to enrich the learning of our graduate students and their students, which will in turn provide the institution with long-term opportunities to extend its reach.

Bank Street Online is dedicated to offering online programs that reflect Bank Street’s understanding of teaching and learning. 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 simple information delivery

It is important that Bank Street graduate students engaged in an online learning environment recognize and experience themselves as part of a community of learners as they explore the course content online.

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.

For technical support, students should contact the Bank Street Help Desk at (212) 875-4642 or helpdesk@bankstreet.edu. 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 in-person courses.
Infancy Institute
Infants, Toddlers, Families: Supporting Their Growth
Marjorie Brickley, Director
212–875–4721; mbrickley@bankstreet.edu

Designed to meet the needs of those who work in varied settings 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 a nationally known keynote speaker, a visit to an infant/toddler program, choices among numerous workshops, and seminars on such topics as attachment, infant/toddler development, activities for toddlers, sensory integration, early intervention, staff development, and working with families.

Kerlin STEM Institute
Peggy McNamara, Director
212-875-4586, mom@bankstreet.edu

The goal of the Kerlin 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. 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 alumnae.

Language Series
Carla España, Coordinator
212–875–4689; cespana@bankstreet.edu

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 and home; to support the professional growth of all classroom educators—including dual language, bilingual, ESL, special education, and monolingual teachers; and to foster the exchange of ideas and to provide opportunities for networking among teachers, parents, and leaders across schools. 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)
Heather Koball, Co-Director
212–961–3354; hkoball@bankstreet.edu
Sheila Smith, Co-Director
212–961–3355; 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

The Straus Center for Young Children & Families was founded to advance research and practice that supports the development and learning of children prenatal to age eight. Through this work, the center supports the cognitive, social, and emotional growth of all children with a special focus on enhancing the prospects of the most vulnerable children affected by the challenges of poverty, trauma, and toxic stress.

Teaching Kindergarten Conference
Joy Lundeen-Ellebbane, Coordinator
212–875–4707; 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.

Tiorati Science Program for Schools
Joy Lundeen-Ellebbane, Coordinator
212–875–4707; jellebbane@bankstreet.edu

The Tiorati Science Program for Schools is a collaborative venture between Bank Street and the Palisades Interstate Park Commission and funded by Con Edison. At the laboratory and classroom facility in Bear Mountain/Harriman State Park, New York, elementary school teachers, graduate students, and children investigate the natural world of wooded slopes, lakes, streams,
meadows, and marshes around the Tiorati classroom. The Tiorati Science Program for Schools offers the opportunity for teachers to bring their students to Tiorati and, with Tiorati staff assistance, design children’s work in nature studies, including studies of local parks and living organisms in the classroom. We integrate across the curriculum, paying particular attention to the Common Core State Standards and the Next Generation Science Standards.
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Director
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Infancy Institute
Infants, Toddlers, Families: Supporting Their Growth
Marjorie Brickley
Director

Kerlin STEM Institute
Peggy McNamara
Director

Language Series
Carla España
Coordinator

National Center for Children in Poverty
Heather Koball
Co-Director
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Sheila Smith
Co-Director
PhD, University of Chicago
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Maribel Granja
Senior Research Associate/Project Director
MPH, Columbia University
Seth Hartig
Senior Research Associate/Project Director
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Uyen (Sophee) Nguyen
Senior Research Associate/Project Director
MA, New York University
Suma Setty
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MPH, Columbia University

Straus Center for Young Children and Families
Mark Nagasawa
Director
Ph.D, Arizona State University

Teaching Kindergarten Conference
Joy Lundeen-Ellebbane
Coordinator

Tiorati Workshop
Joy Lundeen-Ellebbane
Coordinator

Faculties
Graduate School of Education
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MPA, Columbia University
Abigail Kerlin
MSEd, Bank Street College of Education
Tara Kirton
MSEd, Bank Street College of Education
Mollie Welsh Kruger
EdD, Teachers College, Columbia University
Nicole Limperopolos
EdD, Columbia University
Genevieve M. Lowry
MSEd, Fordham University
Nesta Marshall
MSEd, Bank Street College of Education
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PhD, City University of New York
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PhD, Teachers College, Columbia University
Soyoung Park
PhD, Stanford University
Troy Pinkney-Ragsdale
MA, Ohio State University

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Elizabeth Flegar
Elizabeth Fisher
Fred Ende
Allison Easter
Denis Cretinon
Jennifer Costa
Gloria Colucci
John Chambers
Erin Cartensen
Timothy Becker
Adriana Aquino
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Timothy Becker
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MSEd, Bank Street College of Education
John Chambers
MAT, Harvard University
Gloria Colucci
MSEd, Western Connecticut State University
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MSW, Columbia University School of Social Work
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PhD, Graduate Center, CUNY
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Fred Ende
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Abby Gordon
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Sharon Granville
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Cynthia Grayman-Pond
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Ebony Green
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Rachel Seher
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Rima Shore
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MS, Fordham University
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Hilary Woodward
MS, Bank Street College of Education
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Leonissa Ardizzone  
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Gil Foley  
EdD, Lehigh University
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Amy Withers  
MSEd, Bank Street College of Education
Ronald Woo  
JD, Brooklyn Law School
Debbie Zlotowitz  
MS, State University College at Buffalo

Strategy and Operations
Justin Tyack  
Chief Operating Officer
Suleyni Abreu  
Deputy Chief Operating Officer
Candice Cutright  
Director of Operations
Kelly Lorenz  
Chief of Staff
Sarah Willis  
Senior Director, Strategy & Operations
Emily Green  
Director of Strategic Initiatives & Analytics
Osarumwense Pat-Osagie  
Operations Manager

Business Office
Alpha Conte  
Chief Financial Officer
Renee Greig  
Deputy Chief Financial Officer
Erin Flansburg  
Controller
Sharon Fairman  
Payroll Administrator
Tim Meyer  
Bursar
Indira Mookhram  
Student Accounts Administrator
Carmen Rodriguez  
Accounts Payable Manager
Jill Enriquez  
Senior Accountant
Paulette Herman  
Staff Accountant
Thwee Soe  
Junior Accountant
Patricia Zapata  
Grants Accountant

Information Technology
Judy Johnson  
Chief Information Officer
Arshad Ahmed  
Director, Applications and Web Technologies
Ryan Costello  
Help Desk Technician
Elizabeth Denning  
Audio Visual Technical Specialist
Devindra Jagmohan  
Director, Infrastructure and Service Delivery

Human Resources
Elyse Matthews  
Chief Human Resource Officer
Julia Ho  
Human Resources Generalist
Chaytanjali (Angela) Persaud  
Human Resources Manager, Benefits and Compliance

Facilities
Carlos Esquivel  
Director
Alfonso Esquivel  
Maintenance
Winston Kelly  
Carpenter
Carlos Lesn  
Mechanic
Nyah Piper  
Administrative Assistant
Geraldine Stewart  
Housekeeper
Clifton Webb  
Maintenance

Campus Safety
Daniel Diaz  
Assistant Director, Facilities & Campus Security
Michael Fernandez  
Security Guard
Clarington Mullin  
Security Guard
Martha Ovalles  
Security Guard
Michelle Tanella  
Security Guard

Central Services
Hector Hernandez  
Clerk III
Micah Stanley  
Clerk

Bank Street Head Start
Edras D. De Jesús Jiménez  
Director
Tisum Akhter  
Assistant Teacher
BA, National University (Bangladesh)
Elana Almaguer  
Head Teacher
MS, Hunter College, CUNY
Development and External Relations Office
Marcela Hahn
Vice President

Alumni Relations
Chase McNamee
Director of Alumni Relations
Ashley Arana
Alumni Engagement and Data Manager

Individual Giving
Laura Baber
Associate Vice President, Major Gifts
Kristen Worrell
Director of Development and Alumni Relations, School for Children
Sonaliz Morel
Director of Development
Vacant
Annual Funds Manager

Institutional Giving
Kristin Conklin
Associate Vice President for Institutional Giving
Maggie Cely
Senior Grants Officer
Vacant
Grants Development Officer

Stewardship and Advancement Operations
Sophia Buxton
Managing Director, Advancement, Stewardship, and Operations
Charles Babian
Director of Advancement Operations
Lauren Kelly
Prospect Research and Stewardship Manager
Jacob Levy
Development Assistant
Cheryl Simon
Office Coordinator
Vacant
Events Manager

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Vice President, Bank Street Education Center
MSEd, Harvard University
Tracy Fray-Oliver
Senior Associate Vice President, Bank Street Education Center
MSEd, Brooklyn College, CUNY
Emily Sharrock
Associate Vice President, Strategy & New Program Design
MPA, Columbia University

School Systems Partnerships & Programs
Davia Brown Franklyn
Senior Director of Partnerships, School System Partnerships & Programs
MSEd, Bank Street College of Education
Milenis Gonzalez
Project Director, NYC Pre-K Explore
MSEd, City of New York, CUNY

Center on Culture, Race and Equity
Takiema Bunche-Smith
Executive Director
MPhil, New York University
MPH, Graduate Center, CUNY
MSEd, Bank Street College of Education

Educated to Teach
Karen DeMoss
Director
PhD, The University of Chicago

Children’s Programs
School for Children
Jed Lippard
Dean
Laura Guarino
Associate Dean
Kecia Isles
Administrative Assistant
Anita Haver
Director of Admissions and Enrollment Management
Jessica Anzelone
Assistant Director of Admissions and Financial Aid
Elisa Gutierrez
Admissions Assistant
Ronnie Sampson
Visitor Coordinator/Admissions Assistant
Kate Marcus
Director of Communications
Alex Kogan
Director of Finance, Operations and Analytics
Coy Dailey
Director of Diversity and Community
Lisa Khakee
Director of High School Placement & Exmissions
José Guzman
Math/Science Coordinator
Charlie Vergara
Technology Coordinator
Saara Mahjour
Interim Upper School Division Head
Kendra Anderson
Upper School Assistant
Preeti Fibiger
Middle School Division Head
Wyeth White
Middle School Assistant
Emily Linsay
Lower School Division Head
Elizabeth Jarvis  
Lower School Assistant  
Gabrielle Shatan  
Lower and Middle School Psychologist  
Laurie Slodounik  
Middle and Upper School Psychologist  
Robin Taylor  
School Nurse  
Janice Cox  
Kitchen Coordinator  
Joanna Sly  
Director of the After School Program  
Connor Gillespie  
Assistant Director of the After School Program  
Cookie Mellitz  
Director of the Summer Camp  
Dylan Morgan  
Associate Director, Summer Camp  
Operations & Communications and Children’s Programs Marketing  
Ife Collymore  
Assistant Director, Finance & Administration  
Diana Pondt  
Executive Assistant to the Dean’s Office

School for Children Faculty
Tal Aronson  
Movement Teacher  
Inge Bader  
Music Teacher  
Jennifer Bauer  
10/11s Math/Science Teacher  
Erika Blumberg  
Upper School Music Teacher  
Matt Borgmeyer  
11/12s Math/Science Teacher  
Melanie Bryon  
Lower School Learning Specialist  
Kara Canal  
Art Teacher  
Gregory David  
9/10s Head Teacher  
Allison Draizin  
Spanish Teacher  
Becky Eisenberg  
9/10s Head Teacher  
Anne Louise Ennis  
Math Specialist (1st semester)  
Katherine Enright  
13/14s Math/Science Teacher  
Julia Fields  
12/13s Humanities Teacher  
Ricky Forde  
Physical Education Teacher  
Candice Groenke  
Shop Teacher  
Dori Haber  
7/8s Head Teacher  
Ryan Harrity  
10/11s Math/Science Teacher  
Kathleen Helm  
Physical Education Teacher  
Chaylor Johnson  
8/9s Head Teacher  
Mollie Jones  
11/12s Humanities Teacher  
Danette Lipten  
7/8s Head Teacher  
Elhaj Malado Diallo  
French Teacher  
Claire Mansfield  
6/7s Head Teacher  
Benjamin Martin  
Music Teacher  
Alison McKersie  
13/14s Humanities Teacher  
David Mortimer  
13/14s Math/Science Teacher  
Matthieu Moss  
12/13s Math/Science Teacher  
Samantha Nadal  
8/9s Head Teacher  
Shuber Naranjo  
Spanish Teacher  
Anna Oseran  
13/14s Humanities Teacher  
(1st semester)  
Efrain Padilla  
Physical Education Teacher  
Maria (Angie) Pflanz  
4/5s Head Teacher  
Molly Raik  
5/6s Head Teacher  
Christine Ramos-Diaz  
11/12s Math/Science Teacher  
Maria Richa  
Art Teacher  
Susie Rios  
6/7s Head Teacher  
Evi Rivera-Williams  
6/7s Head Teacher  
Rory Santalocci  
9/10s Math/Science Teacher  
Emily Schottland  
Literacy Specialist  
Eve Selver-Kassell  
Middle School Learning Specialist  
Anne Sicherman  
Art Teacher  
Karyn Silsby de Pla  
3/4s Head Teacher  
Margaret Silver  
12/13s Humanities Teacher  
Niki Singh  
11/12s Humanities Teacher  
Priya Sitaraman  
10/11s Humanities Teacher  
Jo Stein  
13/14s Humanities Teacher  
(2nd semester)  
Anne Tobias  
4/5s Head Teacher  
Irene Vazquez  
Spanish Teacher  
Bharti Vural  
7/8s Head Teacher  
Erika Waldeck  
12/13s Math/Science Teacher  
Kayla Wong  
5/6s Head Teacher  
Sally Woods  
Math Specialist (2nd semester)

Family Center
Jeannette Corey  
Director  
Glenora Forde  
Budget Coordinator  
Nicole Geller  
IEP Coordinator  
Judith Gentry  
Educational Coordinator  
Avashii Jackson  
Administrative Assistant  
Tania Prybylski Blair  
CPSE Evaluation Coordinator

Family Center Faculty
Gabrielle Felman  
Infant Toddler Parent Playgroup Staff  
Lisa LaFlamme  
Head Teacher  
Alexandra Martinez  
Head Teacher  
Sarah Piel  
Infant Toddler Parent Playgroup Staff  
Vanessa Ramos  
Head Teacher  
Emma Weissman  
Head Teacher
Notification of Rights Under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student’s education records that the student believes are inaccurate, 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.

- 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 Registrar’s Office.

- 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 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 sexual harassment), 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*

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<thead>
<tr>
<th>Offense</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Murder</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Burglary**</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Motor Vehicle Theft</td>
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<tr>
<td>Arson</td>
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### Violations Report*

<table>
<thead>
<tr>
<th>Offense</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquor Law</td>
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<tr>
<td>Drug Abuse violations</td>
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<tr>
<td>Weapons possession</td>
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</tr>
</tbody>
</table>

* Detailed reports are on file in the Physical Plant Department at 603 West 111 Street, Apt. 1E, buzzer #30. Includes main campus, BronxWorks and Putnam/Northern Westchester BOCES locations.

** Burglary includes theft. All incidents reported in the schools fall into the theft category.