



Bank Street College Graduate School of Education

Catalogue

2011 – 2012

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Bank Street College of Education,

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

Our Credo

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

Welcome to Bank Street College of Education. In reading this catalogue, you will gain information about our many programs for students interested in the education professions: teaching, learning, and leading. Whether you are just starting out, already in the field, or preparing to advance in your career, Bank Street has much to offer. Here you will not only develop the skills to provide children with mastery of the materials at hand, but you will also develop an ability to create learning environments, inspire children and guide them toward a lifelong love of learning.

For close to a century, Bank Street has been focused on understanding and expanding the conditions under which children best learn and develop—cognitively and psychosocially. We work with adults to help create those conditions. We engage families and draw upon the remarkable cultural and linguistic diversity of the New York metropolitan area. In our on-site School for Children and Family Center, we serve children from infancy through adolescence. These frameworks for learning are tested and refined through our work in schools, hospitals, museums, and other settings throughout metropolitan New York City and in other cities in the United States and abroad.

The cornerstone of a Bank Street graduate education is advisement, a special process in which students in small groups of eight to ten are mentored in their field experiences. In advisement, students connect theory and practice. Finding those links is like connecting the dots of a picture. It is this distinctive component of Bank Street’s program that led the Carnegie Corporation of New York to name Bank Street as one of its eleven partners in Teachers for a New Era, a national initiative to model excellence and improve the field of teacher preparation.

One of the best measures of a society, its endurance, and its impact, is the value it places on children. At Bank Street, we welcome you to join with us in becoming professionals seeking to improve our society, one child, one class, one school at a time.

Elizabeth D. Dickey *President, Bank Street College of Education*

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Academic Calendar 2011 – 2012

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

Fall 2011

Thursday, September 1 / 4:00–6:30 pm	In-Person Registration for Fall term: 4:00–4:45 pm Matriculated students who missed June registration 4:45–5:45 pm Newly matriculating students starting at Bank Street 5:45–6:30 pm Nonmatriculated students
Thursday, September 1, TBA	Faculty/Student Meetings and Orientations
Monday, September 5	LABOR DAY—COLLEGE CLOSED
Tuesday, September 6, TBA	Faculty/Student Meetings and Orientations
Tuesday, September 6, 4:30–7:00 pm	All Student Welcome/Orientation–The Barbara Biber Lecture
Wednesday, September 7, TBA	Faculty/Student Meetings and Orientations
Thursday, September 8	FALL TERM CLASSES BEGIN
September 8–21	Period of Late Registration and Add/Drop*
Thursday, September 22, 5:15–7:30 pm	Open House for prospective graduate students
Tuesday, September 27	Thursday classes held
September 28–30	ROSH HASHANAH—NO CLASSES
Friday, October 7	YOM KIPPUR—NO CLASSES
Monday, October 10	COLUMBUS DAY—COLLEGE CLOSED
Tuesday, October 18, 5:15–7:30 pm	Open House for prospective graduate students
Friday, October 21	Wednesday classes held
Friday, October 28	Last day for students to file for a grade of withdrawal (WD) for the Fall term
Tuesday, November 15, 5:15–7:30 pm	Open House for prospective graduate students
November 23–25	THANKSGIVING RECESS—NO CLASSES
December 2–13	WEB REGISTRATION PERIOD for Spring 2012 courses
Thursday, December 15	Last day of Thursday classes
Monday, December 19	Last day of Monday classes
Tuesday, December 20	Last day of Tuesday classes
Wednesday, December 21	Last day of Wednesday classes; FALL TERM CLASSES END

Spring 2012

December 2–13	WEB REGISTRATION PERIOD for Spring 2012 courses
Monday, January 9, 5:15–7:30 pm	Open House for prospective graduate students
Wednesday, January 11, 4:00–6:30 pm	In-Person Registration for Spring term: 4:00–4:45 pm Matriculated students who missed Web registration 4:45–5:45 pm Newly matriculating students starting at Bank Street 5:45–6:30 pm Nonmatriculated students
Monday, January 16	MARTIN LUTHER KING, JR. DAY—COLLEGE CLOSED
Tuesday, January 17	SPRING TERM CLASSES BEGIN
January 17–30	Period of Late Registration and Add/Drop*
Thursday, January 26, 5:30–7:30 pm	Career Changers Forum
Friday, January 27, 2:00–7:00 pm	Job Search Support Day
Monday, January 30	Last day to register for an Integrative Master's Project for Spring 2012; Last day to submit Graduation Application to graduate in May, June, July, or August 2012

Thursday, February 2, 5:15–7:30 pm	Open House for prospective graduate students
Wednesday, February 15	Priority deadline for Admissions
Monday, February 20	PRESIDENTS' DAY—COLLEGE CLOSED
Tuesday, February 21	Follow Monday class schedule
Friday, March 2	Last for students to file for a grade of withdrawal (WD) for the Spring term
Wednesday, March 7, 5:30–7:00 pm	Job Fair
April 9–13	NO CLASSES—SPRING BREAK
Sunday, April 15	Last day to file the FAFSA form for consideration for financial aid for the 12/13 financial year
April 19–27	WEB REGISTRATION PERIOD for Summer 1 and Summer 2 2012 courses
Wednesday, April 25	Last day of Wednesday classes
Thursday, April 26	Last day of Thursday classes
Thursday, April 26, 5:15–7:30 pm	Open House for prospective graduate students
Monday, April 30	Last day of Monday classes
Tuesday, May 1	Last day of Tuesday classes; SPRING TERM CLASSES END

Summer 2012

Monday, May 7, 4:00–6:30 pm	In-Person Registration for Summer 1 and Summer 2 terms: 4:00–4:45 pm Matriculated students who missed Web registration 4:45–5:45 pm Newly matriculating students starting at Bank Street 5:45–6:30 pm Nonmatriculated students
Thursday, May 24	Graduation
Monday, May 28	MEMORIAL DAY—COLLEGE CLOSED
Wednesday, May 30	SUMMER 1 TERM CLASSES BEGIN
May 30–June 6	Period of Late Registration and Add/Drop for Summer 1 and Summer 2 terms*
June 8–19	WEB REGISTRATION PERIOD for Fall 2012 courses
Monday, June 11	Last day for students to file for a grade of withdrawal (WD) for the Summer 1 term
Monday, June 25	Last day of Monday/Wednesday classes
Tuesday, June 26	Last day of Tuesday/Thursday classes; SUMMER 1 TERM CLASSES END
Wednesday, June 27, 4:00–6:00 pm	In-Person Registration for Fall term: 4:00–4:45 pm Matriculated students who missed Web registration 4:45–6:00 pm Newly matriculating students starting at Bank Street
Friday, June 29	SUMMER 2 TERM CLASSES BEGIN
June 29–July 9	Period of Late Registration and Add/Drop for Summer 2 term only*
Wednesday, July 4	INDEPENDENCE DAY—COLLEGE CLOSED
Friday, July 13	Last day for students to file for a grade of withdrawal (WD) for the Summer 2 term
Monday, July 23	Last day of Monday classes
Tuesday, July 24	Last day of Monday/Tuesday, Tuesday, and Tuesday/Friday classes
Thursday, July 26	Last day of Thursday and Tuesday/Thursday classes
Friday, July 27	Follow Wednesday class schedule; Last day Monday–Friday, Monday–Thursday, Monday/Wednesday, Wednesday, and Wednesday/Friday classes; SUMMER 2 TERM CLASSES END

* During this period the \$25 Late Registration fee or a \$15 Add/Drop fee will be charged. **In order to receive a 100% tuition refund, students must drop a class before the second time it meets.** See page 112 for full refund policy and late registration procedures. Students may register for classes up until but not after the second class session.

**Supervised Fieldwork/Advisement calendars vary by program. Students should contact their advisors for specific arrangements. You may also view the calendar online at www.bankstreet.edu.

Bank Street College



Jon D. Snyder, Dean of the College

Bank Street College is a small, vibrant institution organized into two main programmatic divisions: the Graduate School of Education and Children's Programs. The institution shares a common sense of purpose:

Mission Statement

The mission of Bank Street College is to improve the education of children

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

The Graduate School is grounded in a learner-centered approach that is also exemplified in our Children's Programs. Our master's degree programs closely coordinate academic work with field-based practice, preparing students for various roles as educators and leaders in schools. In addition, Bank Street prepares educators for centers of learning that include museums, child life centers in hospitals, and other community organizations.

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 2010–2011, more than 1,000 graduate students enrolled; one-quarter of the students were African American, Hispanic, Asian, or Native American. The faculty of the Graduate School are scholars and practitioners, researchers, and teachers. Their work with Bank Street graduate students is their first concern.

Children's Programs includes the School for Children—a highly respected, innovative independent school for children aged three to 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 Graduate School also provides outreach and professional development to schools, districts, and other agencies. These professional development efforts link the College to communities on both local and national levels through direct service programs, staff development, courses for professionals, technical assistance to other agencies and national groups launching pilot projects, research, and advocacy. This office of Continuing Professional Studies offers the College's continuing education courses. These graduate level short-format courses 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.

Accreditations and Affiliations

The Graduate School of Education is accredited by the Regents Accreditation of Teacher Education (RATE) and by the Middle States Association of Colleges and Schools and holds memberships in the Association of Independent Colleges and Universities of the State of New York, the Council of Higher Educational Institutions in New York City, the American Association of Colleges for Teacher Education, and the American Council on Education. The College is chartered by the Board of Regents of the State of New York. In addition, during the 2011–2012 academic year, the Graduate School is in the process of applying for initial NCATE accreditation.

The Graduate School



Virginia Roach, Dean of the Graduate School

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

The Bank Street Approach

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

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

We strive to foster children's development in the broadest

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

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

Graduate Study at Bank Street

Graduate students enroll each term at Bank Street either as matriculated students, which means 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 119) and to the detailed program descriptions for additional certification information and prerequisites. Some minor revisions in a few programs are pending New York State Department of Education approval.

“As a career changer with two children, I was nervous about going back to school, but Bank Street has been really inspiring. Teachers here share theory and practices, but also model amazing teaching. The community is supportive, thoughtful and enthusiastic. I have no doubts about my new career anymore!”

Mary, Early Childhood and Childhood General Education

BankStreetOnline

BankStreetOnline is an institutional unit dedicated to the advancement of online teaching and learning at the college. Its mission is to support the 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.

BankStreetOnline is dedicated to offering online courses 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 courses that include:

- * A sense of community and social presence
- * Opportunities for authentic collaborative inquiry
- * Constructivist experiences and discovery rather than simple information delivery

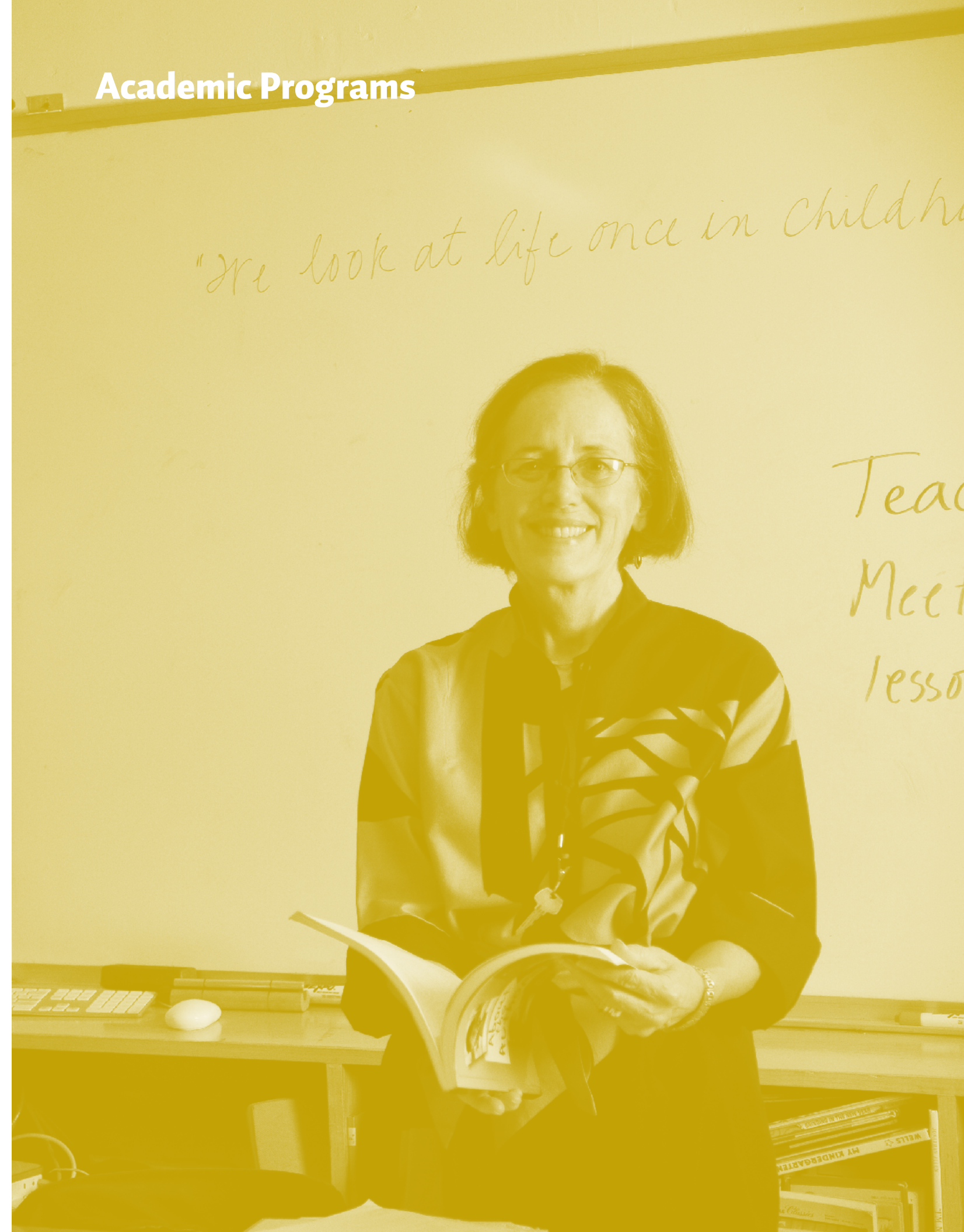
It is important that Bank Street graduate students engaged in an online learning environment recognize and experience themselves as part of a community of learners as they explore the course content online.

Blended and fully online sections of our course offerings are noted in each semester's schedule of classes. Students enrolled in these sections are expected to meet the same high professional and academic standards and adhere to the same high standards for academic integrity as for face-to-face courses. (See page 116).

10 “Students should be prepared for an education experience that will last a lifetime. The educators at Bank Street are highly knowledgeable about their craft, are full of resources, and simply want to share with you what they know. Bank Street prepares you to educate students of all backgrounds and cultures in various classroom settings. They are deeply dedicated to seeing children and you, the educator, succeed in the future.”

Jere, Early Childhood Special and General Education

Academic Programs



Academic Programs

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

Course Work

Courses provide students with the opportunity to engage in readings, discussions, and experiences that address enduring and current aspects of education. The course work in all programs emphasizes human development and its variations; the historical, philosophical, and social foundations of education; 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, from 4:45 pm to 6:45 pm and from 7:00 pm to 9:00 pm. In the Summer 1 term, courses are generally held twice a week between the hours of 5:30 pm and 9:00 pm. In the Summer 2 term, courses are offered during the day 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.

Supervised Fieldwork/Advisement

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

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

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

ers. They learn to apply material from course work to their practice and to reflect on this process. Students are expected to participate as responsible professionals in all facets of supervised fieldwork/advisement.

Some programs, 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, and/or Dual Language/Bilingual Programs

Graduate students in general education, special and general education, or dual language/bilingual education programs may choose to do supervised fieldwork/advisement as student teachers, assistant teachers, or head teachers. Students in the Early Childhood or Childhood General Education programs may also be eligible for a limited number of teaching internships. 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 program director discuss placements, and decisions are made based on the availability of placements, with consideration for the student's professional needs and interests. Typically, the student-teaching schedule requires three full days per week (unpaid); however, in some cases other scheduling arrangements equivalent to three full days are made.

Assistant Teachers

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

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 program director communicate with the school administration as appropriate. Where necessary, head teachers in General Education programs expand their supervised experiences to include other age groups and diverse student populations and school environments by taking EDUC 991, a one-credit course.

Interns (Teacher Preparation)

(*Internships are available only to students in Early Childhood General Education or Childhood General Education.*) Each year some placements are available for interns who will work with children in classrooms four full days a week. The internships carry a stipend. Interns are hired as faculty members at some independent schools that have such arrangements with Bank Street College. Interns have a total of two placements over the course of the year, most often in the same school, at two different age levels. A few interns have the opportunity to spend one semester interning in a New York City public school. During the fieldwork/advisement year or over the following summer, interns expand their supervised experiences to include other age groups and diverse student populations and school environments by taking EDUC 991, a one-credit course.

Internship Certificate Credential

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. Bank Street faculty serve as mentors to graduate students teaching under the Internship Certificate Credential.

Integrative Master's Project

Bank Street degree programs require students to complete an Integrative Master's Project (IMP). As the culminating component of a student's degree requirements, it is expected to be a significant, academically rigorous body of work that integrates many facets of the student's experiences at Bank Street and in the field and applies theoretical knowledge to students' current and future work as educators and educational leaders. Students in all the General Teacher Education programs and Special and Dual Language/Bilingual Teacher

Education programs as well as the Child Life program, the Studies in Education program, and some Leadership programs choose one of the options described briefly below. Students are encouraged to discuss their choices with their advisors early in their studies at Bank Street. Faculty and current students will find complete information about each option at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

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. A Commence Form signed by a student's advisor or program director and faculty mentor is required for registration, which can occur during the registration period for any term.

Portfolio: Students write reflective essays on artifacts (documents, student papers, videos, objects, etc.) from their professional and academic experiences that are organized and presented thematically and are framed by introductory and concluding essays. Individual mentoring and monthly small peer-group meetings take place at Bank Street throughout the year. Students present their portfolios to faculty, peers, and families the evening before graduation. (Application due preceding June 30th.)

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 or via phone/email four times during the semester. The completed essay will be read by the mentor. Directed Essay questions for each program are posted online. Available Fall, Spring, and combined Summer I 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 the Monday 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 are exempt from the Integrative Master's Project requirement.

Infant and Family Development and Early Intervention Programs

Overview

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

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

All students in the Infant and Family Development and Early Intervention programs share common course work and focus directly on understanding the developmental needs of typically and atypically developing children, assessing infants and toddlers, and working with families. Graduate students study the cycle of observation, assessment, and instructional planning. Our interdisciplinary approach and developmental-interaction philosophy provide a framework

for supporting the growth and development of the young child in the context of family and community.

Supervised Fieldwork/Advisement

During one academic year while students take courses, they gain teaching experience and intensive advisory support through supervised fieldwork/advisement, focusing on work with typical and atypical infants and toddlers and their families. If a student is not currently working in an approved setting with infants and toddlers, the faculty will help him or her secure placements in appropriate settings. Working teachers and assistant teachers who have ongoing relationships with children less than three years of age may use their work setting as their primary site for college-supervised fieldwork. Students will need additional college-supervised field experiences if their work site does not include both children with special needs and those with typical development. There is also a short placement with school-age children within the early childhood certification range. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

Graduates of all programs (except the Dual Degree program with Hunter College School of Social Work) must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

Infant and Family Development and Early Intervention (noncertification)

Sue Carbary, Director: 212-875-4509; scarbary@bankstreet.edu

41 Credits

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

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

Admissions Requirements

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

Certification

This program does not lead to certification.

Course Requirements Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 519	Educating Infants and Toddlers: Environments	3
EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Families of Young Normal and Exceptional Children	2
EDUC 801	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
	Elective credits as needed to complete the requirements of the program	1
EDUC 954	Infant and Family Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement Integrative Master's Project	12
		0
	TOTAL CREDITS	41

“Bank St. 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

“Bank Street is one of the most supportive environments to learn. I have learnt so much from my teachers, advisor, conference group and my field work”

Alison, Childhood General

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

Sue Carbary, Director: 212-875-4509; scarbary@bankstreet.edu
54 Credits
Master of Science in Education (M.S.Ed.)

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

Admissions Requirements

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

Certification

Graduates are eligible for initial and professional New York State certification in Early Childhood General Education and in Early Childhood Special Education (birth through grade 2). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

EDUC 500	Child Development	3
or EDUC 800	The 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 519	Educating Infants and Toddlers: Environments	3
or EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 613	Understanding and Working with Families of Young Normal and Exceptional Children	2
EDUC 801	The World of the Infant: the First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
EDUC 954	Infant and Family Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement	12
	Integrative Master's Project	0
TOTAL CREDITS		54

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

Sue Carbary, Director: 212-875-4509; scarbary@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

Applicants to the Infant and Family Development and Early Intervention/Early Childhood Special Education program must have valid New York State initial certification at the early childhood level.

Certification

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

Course Requirements Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 519	Educating Infant and Toddlers: Environments	3
EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Families of Young Normal and Exceptional Children	2
EDUC 801	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: the Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
	Elective credits as needed to complete the requirements of the program	2
EDUC 953	Infant and Family Development and Early Intervention/Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		36

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

Sue Carbary, Director: 212-875-4509; scarbary@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 for the social work degree from Hunter College School of Social Work. Students in the program must complete all the requirements

Course Requirements Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 519	Educating Infants and Toddlers: Environments	3
or EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Families of Young Normal and Exceptional Children	2
EDUC 801	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 954	Infant and Family Development Supervised Fieldwork/Student Teaching/Advisement	12
TOTAL CREDITS		34

of both institutions in order to be awarded the Bank Street College master's degree.

Admissions Requirements

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

Certification

This program does not lead to teaching certification.

Early Childhood and Childhood Education Programs

Overview

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

Program Options

Each of the following programs is outlined in the following section of the catalogue. Graduate students may choose:

- Early Childhood General Education
- Childhood General Education
- Early Childhood and Childhood General Education Dual Certification
- Early Childhood or Childhood Special Education [for those who already hold General Education certification]
- Early Childhood or Childhood Special and General Education Dual Certification
- Early Childhood or Childhood Special and General Education Dual Certification/Dual Degree with Columbia University School of Social Work (CUSSW)
- Early Childhood or Childhood Special Education/Dual Degree with CUSSW [for those who already hold General Education certification]

Early Childhood and Childhood General Education Programs

General Education Program Options

In the General Education programs, graduate students lay the foundation for their work as early childhood and/or elementary school teachers. They become well-grounded in understanding child development and its variations. They learn to observe children in new ways and to engage and educate children in active learning.

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

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

Any student who plans to complete supervised fieldwork/advisement as a student teacher may opt for certification across both age ranges through the Early Childhood and Childhood General Education (birth through grade 6) Dual Certification Program. All students in the General Education programs learn to develop age-appropriate curricula that encourage children to explore the full range of subject areas (literacy, literature, mathematics, science, social studies, and the arts) and to nurture their curiosity through experiential learning.

Supervised Fieldwork/Advisement

In most programs, students are required to complete one academic year of supervised fieldwork/advisement. If the student is not currently working as a teacher, he or she will student teach with placements at various age levels within the certification range. Head teachers and assistant teachers who work with a grade in the age range may use their own classrooms as their primary site for college-supervised teaching, but they will need additional college-supervised field experiences with children of diverse populations and other ages within the certification range.* This requirement is met, for example, through EDUC 991, which provides approved afterschool or summer school experiences. See page 12 for a full description of Supervised Fieldwork/Advisement.

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

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

“The Bank Street atmosphere provides an innovative and comfortable learning environment that is unique for the graduate experience. Each day I find that I learn an exceptional amount from my instructors and peers. Bank Street caters to each individual learner as you are encouraged to participate in the diverse world of learning and instruction.”

Allison, Childhood Special and General Ed

Early Childhood General Education

Stan Chu, Director: 212-875-4499; schu@bankstreet.edu
(for prospective interns or assistant teachers)

Michele Morales, Director: 212-875-4588; mmorales@bankstreet.edu
(for those who will be student teachers)

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

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

Certification

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

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

EDUC 500	Child Development	3
or EDUC 800	The 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 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 510	Curriculum in Early Childhood Education (Grades N–3)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
	Elective credits as needed to complete the requirements of the program	1 – 3
EDUC 955	Early Childhood Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as working teachers, interns, or assistants [with some exceptions])	1
	Integrative Master's Project	0
TOTAL CREDITS		45

Early Childhood and Childhood General Education Dual Certification

Michele Morales, Director: 212-875-4588; mmorales@bankstreet.edu
46 Credits

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

This program sequence is for those prospective teachers who seek preparation to work with children from 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

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

Supervised Fieldwork/Advisement

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

Certification

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

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

EDUC 500	Child Development	3
or EDUC 800	The 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 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
Choose one of the following reading and literacy pairs:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
and EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
OR		
EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
and TEED546N	The Power of Connection in the Reading/Writing Curriculum	1
Choose one of the following language and literature pairs:		
EDUC 554	Language, Literature, and Emergent Literacy (A Focus on Grades N–3)	3
and EDUC 865	Children's Literature for Grades 3–6 [Prerequisite: EDUC 564 or permission of instructor]	1
OR		
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3–8)	3
and EDUC 864	Emergent Literacy and Selecting Literature for Young Children [Prerequisite: EDUC 565]	1
OR		
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3–8)	3
and TEED 505N	Selecting and Evaluating Recently Published Children's Books (PreK–4)	1
EDUC 590	Arts Workshop for Teachers (Grades N–6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N–6)	2
Choose one of the following curriculum pairs:		
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences and for Children of Diverse Backgrounds and Abilities	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1

OR

(continued on page 22)

Early Childhood and Childhood General Education Dual Certification (continued)

Choose one of the following curriculum pairs: (continued from page 21)

EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
and EDUC 606	Blockbuilding and Dramatic Play	1
OR		
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1–6)	3
and EDUC 606	Blockbuilding and Dramatic Play	1
OR		
EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
and EDUC 606	Blockbuilding and Dramatic Play	1
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
	Elective credits as needed to complete the requirements of the program	0–1
EDUC 958	Early Childhood and Childhood General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
	Integrative Master's Project	0
TOTAL CREDITS		46

Childhood General Education

Stan Chu, Director: 212-875-4499; schu@bankstreet.edu
(for prospective interns or assistant teachers)

Michele Morales, Director: 212-875-4588; mmorales@bankstreet.edu
(for those who will be student teachers)

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.

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

EDUC 500	Child Development	3
or EDUC 800	The 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 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N–6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N–6)	2
Choose one of the following reading/literacy and language/literature pairs:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K–3)	3
and EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3–8)	3
OR		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N–3)	3
and EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2–6)	3
EDUC 590	Arts Workshop for Teachers (Grades N–6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N–6)	2
Choose one of the following curriculum pairs:		
EDUC 510	Curriculum in Early Childhood Education (Grades N–3)	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
and EDUC 606	Block Building and Dramatic Play	1
OR		
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1–6)	3
and EDUC 606	Block Building and Dramatic Play	1
OR		
EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
and EDUC 606	Block Building and Dramatic Play	1
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
	Elective credits as needed to complete the requirements of the program	0–2
EDUC 956	Childhood General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as working teachers, interns, or assistants [with some exceptions])	1
	Integrative Master's Project	0
TOTAL CREDITS		45

Admissions Requirements

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

Certification

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

Early Childhood and Childhood Special Education Programs

(including Dual Certification Programs in Special and General Education)

Overview

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

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

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

Special Education and General Education Dual Certification Programs

Students new to teacher preparation who are seeking dual certification in special education and general education will need to demonstrate an academic background with depth and breadth in the liberal arts and sciences. The programs are available at the early childhood (birth through grade 2) and childhood (grades 1 through 6) age levels. (A dual certification program in Infant and Family Development and Early Intervention can be found on page 16.) Graduates will be eligible for certification that will allow them to teach in self-contained special education classrooms, general education classrooms, and inclusion classrooms.

Special Education

Those individuals who already possess a valid initial certification in Early Childhood and/or Childhood General

Education may apply to one of our Special Education (only) master's degree programs. Students who earned their certification in general education as undergraduates will receive the Master of Science in Education degree (M.S.Ed.). Those who earned their prior certification through a master's degree program will receive the advanced Master of Education (Ed.M.) degree.

Dual Degree Programs in Education and Social Work

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

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

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

Supervised Fieldwork/Advisement

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

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

Early Childhood Special and General Education Dual Certification

Sue Carbery, Director: 212-875-4509; scarbery@bankstreet.edu

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

This sequence is for teachers and prospective teachers wishing to work with typically and atypically developing children (birth 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.

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

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

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

Childhood Special and General Education Dual Certification

Diane Newman, Director: 212-875-4547; dnewman@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.

Admissions Requirements

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

Certification

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

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

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

Early Childhood Special Education

Sue Carbery, Director: 212-875-4509; scarbery@bankstreet.edu

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

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

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

Admissions Requirements

Applicants to the Early Childhood Special Education program must have New York State initial certification in Early Childhood General Education.

Certification

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

Course Requirements Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

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

Childhood Special Education

Diane Newman, Director: 212-875-4547; dnewman@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 degree prepares those teachers who wish to work with children in grades 1 through 6 who have special needs. For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements

Applicants to the Childhood Special Education program must have New York State initial certification in Childhood General Education.

Certification

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

Course Requirements Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 576	Writing in the Elementary Grades	2
or EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
or SPED585N	The Essential Orton-Gillingham	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (K and Up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863	Collaborative Teaching and Differentiated Instruction for Children with Learning Problems [Prerequisites: EDUC 860 and Supervised Fieldwork/Student Teaching/Advisement]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
	Elective credits as needed to complete the requirements of the program	2
EDUC 971	Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		36

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

Sue Carbary, Director: 212-875-4509; scarbary@bankstreet.edu

48 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

Applicants to the Early Childhood Special and General Education Dual Certification/Dual Degree with Columbia University School of Social Work program must have a strong

background in the liberal arts and sciences. They must apply to and be accepted into each degree program (at Bank Street and at Columbia) individually.

Certification

Graduates are eligible for both initial and professional New York State certification in Early Childhood General Education and in Early Childhood Special Education (birth through grade 2). See the Columbia University School of Social Work catalogue for additional information. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

EDUC 500	Child Development	3
or EDUC 800	The 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 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
or EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
	Elective credits as needed to complete the requirements of the program. Working teachers will use three of these credits for their summer student teaching experience.	0 – 3
EDUC 963	Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 992	Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Working Teachers and Assistant Teachers	3
	Integrative Master's Project	0
TOTAL CREDITS		48

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

Diane Newman, Director: 212-875-4547; dnewman@bankstreet.edu
43-46 Credits*
Master of Science in Education (M.S.Ed.)

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

Admissions Requirements

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

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

Certification

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

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

EDUC 500	Child Development	3
or EDUC 800	The 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 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535*	Science for Teachers (Grades N – 6)*	2
or EDUC 551*	Science Inquiry for Children in the Natural Environment*	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
or EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
	Elective credits as needed to complete the requirements of the program	0 – 3
EDUC 964	Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990*	Extended Field Experiences with Diverse Learners (for students in fieldwork as student teachers)* (Students lacking the requisite classroom experience for certification will have to take EDUC 873)*	0
or EDUC 873*	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems (for students who complete fieldwork as head or assistant teachers) [Prerequisites: EDUC 803; EDUC 860; and Supervised Fieldwork/Student Teaching/Advisement]*	3
	Integrative Master's Project	0
TOTAL CREDITS		43 – 46*

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

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

Sue Carbery, Director: 212-875-4509; scarbery@bankstreet.edu
36 credits
Master of Science in Education (M.S.Ed.) or
Master of Education (Ed.M.)

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

Admissions Requirements

Applicants to the Early Childhood Special Education/Dual Degree with Columbia University School of Social Work pro-

gram must have New York State initial certification at the Early Childhood level. They must apply to and be accepted into each degree program (at Bank Street and at Columbia) individually.

Certification

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

Course Requirements Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

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

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

Diane Newman, Director: 212-875-4547; dnewman@bankstreet.edu
36 Credits
Master of Science in Education (M.S.Ed.) or
Master of Education (Ed.M.)

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

Admissions Requirements

Applicants to the Childhood Special Education/Dual Degree

Course Requirements Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 576	Writing in Elementary Grades	2
or EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
or SPED 585N	The Essential Orton-Gillingham	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863	Collaborative Teaching and Differentiated Instruction for Children with Learning Problems [Prerequisites: EDUC 860 and Supervised Fieldwork/Student Teaching/Advisement]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
	Elective credits as needed to complete the requirements of the program	2
EDUC 971	Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		36

with Columbia University School of Social Work program must have New York State initial certification at the Childhood level. They must apply to and be accepted into each degree program (at Bank Street and at Columbia) individually.

Certification

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

Autism Spectrum Annotation

Marcia Singer, Director: 212-875-4496; msinger@bankstreet.edu
12 Credits
Severe or Multiple Disabilities Annotation

Students in this unique sequence will gain a deeper understanding of autism spectrum disorders and the skills needed to meet the needs of children with those disorders. Through course work and through the practicum, students will develop specific understandings of how to work with these children, how to modify their learning, how to advocate for them in the school setting, and how to work with cultural challenges that may exist in some communities.

Admissions Requirements

Certification: Candidates for the Severe or Multiple Disabilities Annotation need to possess a valid certification in Special Education/Teaching Students with Disabilities.

Course Requirements

EDUC 600	Comparative Migration Experiences & Cultural Perspectives of Immigrant Groups	1
EDUC 810	Autism Spectrum Disorders & Developmental Disabilities	2
EDUC 811	Assistive and Instructional Technology for Children with Autism & Developmental Disorders	2
EDUC 812	Advocacy & Collaboration in School & Community	1
EDUC 813	Planning & Managing Learning Environments for Students with Autism & Developmental Disorders (Corequisite: EDUC 814)	3
EDUC 814	Practicum in Assessment & Curriculum Planning for Children with Autism & Developmental Disorders (Corequisite: EDUC 813) (Includes 50 hours of fieldwork)	3
TOTAL CREDITS		12

Prior master's degree: This sequence is not a master's degree program. All candidates must have a prior master's degree in education. Bank Street students completing a master's degree leading to certification to teach students with disabilities may apply if they are in good academic standing, have completed their supervised fieldwork/advisement, have no grades of Incomplete, and will have graduated before beginning the sequence.

Recommendation: Candidates teaching in special education or inclusion classrooms and settings must have a recommendation from a supervisor. Those candidates not working in a special education setting need to provide a recommendation from a prior supervisor or from an academic/fieldwork advisor.

Dual Language/Bilingual Education Programs

Overview

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

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

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

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

Supervised Fieldwork/Advisement

During one academic year (or, for single certification special education programs, one semester) while students take courses, they gain teaching experience and intensive advisory support through supervised fieldwork/advisement. If a student is not currently working in a dual language/bilingual setting, he or she can be placed as a student teacher in various settings throughout the year, typically including some mixture of general education, special education, and dual language/bilingual education. Head teachers and assistant teachers in dual language/bilingual classrooms who stay with a particular grade in the appropriate age range may use their own classroom as their primary site for college-supervised teaching, but they will also need additional college-supervised field experiences with children of diverse populations and other ages within their certification range. This requirement will be met through EDUC 991, which provides approved summer school experiences. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

Graduates of all programs (except the bilingual extension sequence) must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

“Bank Street is more than just a graduate school. It is a community setting where professors place their students at the forefront, encouraging them to think outside the box and to use current research to reevaluate their own beliefs. In using a hands-on approach, graduate students are able to experience classroom activities “through the children’s eyes”, a tool which is priceless for any educator.”

Adriana, Literacy and Childhood General Education

Dual Language/Bilingual Early Childhood General Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@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 is the primary language.

Admissions Requirements

Applicants to this program need to be fluent in both Spanish

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

Certification

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

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

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N-6) Music and Movement: Multicultural and Developmental Approaches in Diverse & Inclusive Settings (Grades N-6)	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
	Elective credits as needed to complete the requirements of the program	0-1
EDUC 960	Dual Language/Bilingual Early Childhood Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990 or EDUC 991	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers) Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as working teachers, interns, or assistants [with some exceptions])	0 1
	Integrative Master's Project	0
	TOTAL CREDITS	48

Dual Language/Bilingual Childhood General Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@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 is the primary language.

Admissions Requirements

Applicants to this program need to be fluent in both Spanish

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

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
	Elective credits as needed to complete the requirements of the program)	0-1
EDUC 961	Dual Language/Bilingual Childhood General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for those completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as working teachers, interns or assistants [with some exceptions])	1
	Integrative Master's Project	0
	TOTAL CREDITS	45

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

Certification

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

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

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

58 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 is the primary language. Students will learn to teach in general education, self-contained special education, and inclusion settings.

Admissions Requirements

Applicants to this program need to be fluent in both Spanish and English. They must also have a strong background in the liberal arts and sciences.

Certification

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

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

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
or EDUC 542	Diagnosis of Learning Problems & Intervention Techniques for the Math Educator	2
EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse & Inclusive Settings (Grades N-6)	2
EDUC 514	Curriculum in Early Childhood: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505 (waived for this program)]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission]	2
	Elective credits as needed to complete the requirements of the program	0-3
EDUC 966	Dual Language/Bilingual Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/ Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 992	Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Working Teachers and Assistant Teachers	3
	Integrative Master's Project	0
	TOTAL CREDITS	58

Dual Language/Bilingual Childhood Special and General Education Dual Certification

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

58 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 is the primary language. Students will learn to teach in general education, self-contained special education, and inclusion settings.

Admissions Requirements

Applicants to this program need to be fluent in both Spanish and English. They must also have a strong background in the liberal arts and sciences.

Certification

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

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

EDUC 501	Child Development	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 535	Science for Teachers (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
or EDUC 542	Diagnosis of Learning Problems & Intervention Techniques for the Mathematics Educator	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and Up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863	Collaborative Teaching and Differentiated Instruction for Children with Learning Problems [Prerequisites: EDUC 860 and Supervised Fieldwork/Student Teaching/Advisement]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 967	Dual Language/Bilingual Childhood Special & General Education Supervised Fieldwork/Student Teaching/Advisement	12
	Integrative Master's Project	0
TOTAL CREDITS		58

Dual Language/Bilingual Early Childhood Special Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

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

Admissions Requirements

Applicants to the this program need to be fluent in both Spanish and English and have New York State initial certification at the early childhood level.

Certification

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

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

EDUC 514	Curriculum in Early Childhood: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 542	Diagnosis of Learning Problems & Intervention Techniques for the Mathematics Educator	2
EDUC 603	Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example	1
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; and EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 973	Dual Language/Bilingual Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		43

Dual Language/Bilingual Childhood Special Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

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

This program in Dual Language/Bilingual Childhood Special Education is designed for 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.

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

EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 576	Writing in the Elementary Grades	2
or EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
or SPED 585N	The Essential Orton-Gillingham (Grades 1-6)	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863	Collaborative Teaching and Differentiated Instruction for Children with Learning Problems [Prerequisites: EDUC 860 and Supervised Fieldwork/Student Teaching/Advisement]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 974	Dual Language/Bilingual Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		42

Admissions Requirements

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

Certification

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

Bilingual Extension (nondegree)

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

15 Credits Certificate Program

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

Admissions Requirements

Applicants to the Bilingual Extension sequence must

already hold New York State professional teaching certification. Students who choose to take this course sequence need to be fluent in English and Spanish.

Certification

This sequence leads to the bilingual extension to New York State teaching certification. This sequence does not lead to a master's degree; therefore, it will not provide graduates with professional certification in education. Upon completion of this sequence, students must apply for the bilingual extension through the Registrar's Office.

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

EDUC 515	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537	Foundations and Practice of Dual Language/Bilingual Education	1
EDUC 560	Native Language Literacy for Spanish-Speaking Children [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561	Linguistics: Implications for Teachers	1
EDUC 600	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups	1
EDUC 601	Special Education for Linguistically and Culturally Diverse Children [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor]	1
EDUC 602	Assessment in Bilingual Special Education [Corequisite: EDUC 601]	1
EDUC 660	The Development of Spanish through Writing in the Content Areas [Prerequisite: EDUC 560]	3
EDUC 870	The Teaching of English as a Second Language [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
TOTAL CREDITS		15

“Bank Street is an incredibly supportive environment. All of the faculty go above and beyond their responsibilities to help Bank Street College graduate students reach their full potential in their respective areas of study.”

Chiara, Childhood Special and General Ed

Museum Education Programs

Overview

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

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

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

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

Supervised Fieldwork/Advisement

Supervised Fieldwork/Advisement, taken concurrently with course work, extends across one academic year, with three

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

Program Design

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

Museum Education (noncertification) can be completed in a minimum of three academic semesters (fall, spring, fall) and one summer. We recommend that students begin in the summer preceding the year of supervised fieldwork/advisement. Students are advised to take a minimum of two courses preceding the year of supervised fieldwork/advisement.

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

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

Museum Education (noncertification)

Nina Jensen, Director: 212-875-4491; ninajensen@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

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

Certification

This program does not lead to certification.

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

EDUC 500	Child Development	3
or EDUC 501	Child Development with a Focus on the Middle School Years	3
or EDUC 800	The 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 518	School/Museum Curriculum Development (K-8)	3
EDUC 533	Seminar in Museum Education I	2
EDUC 535	Science for Teachers (Grades N-6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 552	Special Study: Integrated Environment of the Hudson River	3
or EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 510	Curriculum in Early Childhood Education (Grades N-3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
or EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research and Evaluation Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
or EDUC 809	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording with a Focus on the Upper-Elementary and Middle School Child [Prerequisite: EDUC 501 or EDUC 800 or permission of the instructor]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
	Elective credits as needed to complete the requirements of the program	3-4
EDUC 982	Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement	12
	Integrative Master's Project	0
TOTAL CREDITS		42

Museum Education: Childhood

Nina Jensen, Director: 212-875-4491; ninajensen@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

Applicants to the Museum Education: Childhood program

must have a strong background in liberal arts and sciences. Most applicants have majored in anthropology, art history, fine arts, history, or science.

Certification

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

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

EDUC 500	Child Development	3
or EDUC 800	The 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 518	School/Museum Curriculum Development (K-8)	3
EDUC 533	Seminar in Museum Education I	2
EDUC 535	Science for Teachers (Grades N-6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
Choose one of the following reading/literacy and language/literature pairs:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
and EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3-8)	3
OR		
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
and EDUC 606	Blockbuilding and Dramatic Play	1
OR		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N-3)	3
and EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 510	Curriculum in Early Childhood Education (Grades N-3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
or EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research and Evaluation Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
	Elective credits as needed to complete the requirements of the program	0-1
EDUC 980	Childhood General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
	Integrative Master's Project	0
TOTAL CREDITS		47

Reading and Literacy Programs

Overview

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

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

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

Literacy specialists can play a major role in helping teachers develop strategies and methods for meeting the literacy needs of all children in their classrooms. While there are similarities across all five of our literacy programs, the choices below offer a range of professional possibilities, certification options, and fieldwork situations:

Reading and Literacy: Clinical Practice—a 45-credit non-certification program that focuses on teaching literacy in a clinical setting

Teaching Literacy and Childhood General Education Dual Certification—a 55-credit program that focuses on classroom teaching (grades 1-6) and literacy specialization

Teaching Literacy (birth through grade 6) with a Focus on Classroom Teaching—a 40-credit program that focuses on teaching literacy in a classroom setting and leads to Teaching Literacy certification (birth through grade 6)

Teaching Literacy (birth through grade 6) with a Focus on Clinical Teaching—a 40-credit program that focuses on teaching literacy in a clinical setting and leads to Teaching Literacy certification (birth through grade 6)

Advanced Literacy Specialization—a 30- to 33-credit program that leads to an Ed.M. and to Teaching Literacy certification (birth through grade 6) for those who already have a master's degree in education.

Supervised Fieldwork/Advisement

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

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

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of A Guide to the Integrative Master's Project are available in the Registrar's Office, the Graduate Suite, and the Library.

Reading and Literacy: Clinical Practice (noncertification)

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

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

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

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

Admissions Requirements

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

Certification

This program does not lead to certification.

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

EDUC 500	Child Development	3
or EDUC 800	The 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 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 535	Science for Teachers (Grades N-6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
1 or 2 of the following to be selected in consultation with advisor:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
or EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N-3)	3
or EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3-8)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K-6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
	Elective credits as needed to complete the requirements of the program	0-3
EDUC 941	Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
	Integrative Master's Project	0
TOTAL CREDITS		45

Teaching Literacy and Childhood General Education Dual Certification

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

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

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

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

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

Admissions Requirements

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

Certification

Graduates are eligible for initial and professional New York State certification in both Childhood General Education (grades 1 through 6) and in Teaching Literacy (birth through grade 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

EDUC 500	Child Development	3
or EDUC 800	The 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 535	Science for Teachers (Grades N-6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
1 or 2 of the following to be selected in consultation with advisor:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
and EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3-8)	3
OR		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N-3)	3
and EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 510	Curriculum in Early Childhood Education (Grades N-3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K-6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
	Elective credits as needed to complete the requirements of the program	2-4
EDUC 942	Childhood General Education and Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
EDUC 990	Extended Field Experiences with Diverse Leaders (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as working teachers, interns or assistants [with some exceptions])	1
	Integrative Master's Project	0
TOTAL CREDITS		55

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

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

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

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

Admissions Requirements

Applicants to the Teaching Literacy (birth through grade 6): Focus on Classroom Teaching program must have initial New York State certification in classroom teaching.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). This master's degree will also lead to professional certification in the area of the first certification earned. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

DEVELOPMENT COURSES: 5-6 credits (determined with advisor based on undergraduate work)		
EDUC 500	Child Development	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
REQUIRED COURSES		
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K-6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
LITERATURE COURSES 3 credits (determined with advisor based on undergraduate work)		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N-3)	3
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3-8)	3
EDUC 573	Storytelling with Children	1
EDUC 574	Folklore in Education	1
TEED 505N	Selecting & Evaluating Recently Published Children's Books	1
SETE 513N	Bibliotherapy in the Early Childhood Setting	1
	Elective credits as needed to complete the requirements of the program	0-1
EDUC 941	Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
TOTAL CREDITS		40

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

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

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

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

Admissions Requirements

Applicants to the Teaching Literacy (birth through grade 6): Focus on Clinical Teaching program must have initial New York State certification in classroom teaching, plus at least two years' classroom experience.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). This master's degree will also lead to professional certification in the area of the first certification earned. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

DEVELOPMENT COURSES: 5-6 credits (determined with advisor based on undergraduate work)		
EDUC 500	Child Development	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
REQUIRED COURSES		
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K-6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
LITERATURE COURSES 3 credits (determined with advisor based on undergraduate work)		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N-3)	3
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3-8)	3
EDUC 573	Storytelling with Children	1
EDUC 574	Folklore in Education	1
TEED 505N	Selecting & Evaluating Recently Published Children's Books	1
SETE 513N	Bibliotherapy in the Early Childhood Setting	1
EDUC 941	Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
	Integrative Master's Project	0
TOTAL CREDITS		40

Advanced Literacy Specialization

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

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

This program is especially designed for those who hold a master's degree in education and who wish to become literacy specialists in schools, clinics, private practice, or other professional settings and 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 will deepen their theoretical and practical knowledge of language

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

Admissions Requirements

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

Certification

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

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

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

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

“Bank Street is a small community that is deeply committed to educating children. At Bank Street, the faculty have many years of valuable experience that they share with the graduate students. In all courses, the focus is on how to best meet the needs of the children you teach; children are seen as individuals. Bank Street courses strike the perfect balance between theory and practice, so you leave the college feeling prepared to teach. Bank Street is a place filled with reflective, caring people who want the best for our children.”

Kathryn, Advanced Literacy Specialization

Teacher Leader in Mathematics Education (Professional Program)

Barbara Dubitsky, Director: 212-875-4712; dubitsky@bankstreet.edu

40 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.

Candidates enroll in three consecutive Summer 2 (July) sessions, taking intensive course work 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 course work 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.

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

EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings	2
or EDUC 541	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle School Years	2
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
LEAD 514	Curriculum Development for Mathematics Leaders	3
LEAD 611	Professional Development for Mathematics Leaders	3
LEAD 661	Research for Mathematics Leaders I	1
LEAD 662	Research for Mathematics Leaders II	1
LEAD 840	Practicum in Mathematics Leadership I	3
LEAD 841	Practicum in Mathematics Leadership II	3
LEAD 842	842 Practicum in Mathematics Leadership III	0
MATH 541	Integrated Mathematics I	4
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	4
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	4
LEAD 940	Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)	6
	Integrative Master's Project	0
	TOTAL CREDITS	40

Admissions Requirements

No specialized preparation in mathematics is required for this program. Applicants typically have at least one full year of teaching experience, but strong applicants in their first year of teaching will be considered. Prerequisite: All candidates must have completed a course in child development before graduating from 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 as well as regular email and phone contact.

Certification

This program is designed for teachers who have initial New York State teacher certification and wish to earn professional classroom certification. With permission of the program director, candidates may transfer into the Leadership in Mathematics Education program (see page 62) after beginning the program, or may pursue School Building Leader (SBL) certification at a later time, but will be required to complete the additional course work and fieldwork experiences required by the second program.

Curriculum and Instruction (Professional Program)

Adrienne Kamsler, Director: 212-875-4571; akamsler@bankstreet.edu
32 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 (grade 1 through grade 6). It provides students with opportunities to explore and deepen their understanding of curriculum in child-centered classrooms.

Admissions Requirements

Applicants to the Curriculum and Instruction program must have New York State initial certification in General Education or General and Special Education at the early childhood level (birth through grade 2) or at the childhood level (grade 1 through grade 6).

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

FOUNDATIONAL COURSES: minimum of 5 credits		
EDUC 500	Child Development	3
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
REQUIRED CURRICULUM COURSES: minimum of 3 credits from each area, for a total of 12 credits		
Social Studies Curriculum (3-6 credits)		
EDUC 510	Curriculum in Early Childhood Education (Grades N-3)	3
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
Science, Math, and Technology Curriculum (3-6 credits)		
SCIE 510	Explorations of Nature	2
EDUC 551	Science Inquiry for Children in the Natural Environment 3	3
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
NSCI 500	Topics in Science	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
English Language Arts (3-6 credits)		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N-3)	3
EDUC 565	Children's Literature in a Balanced Reading Program (a Focus on Grades 3-8)	3
	Elective credits as needed to complete the requirements of the program	3
EDUC 946	Curriculum and Instruction Supervised Fieldwork/Advisement (2 semesters)	12
TOTAL CREDITS		32
Suggested Electives		
EDUC 517	Geography in the Social Studies Curriculum	3
EDUC 535	Science for Teachers (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
EDUC 573	Storytelling with Children	1
EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 625	Process Pedagogy: The Teaching Methods of the National Dance Institute and the Implications for Teaching/Learning Process	1
EDUC 865	Children's Literature for Grades 3-6 [Prerequisite: EDUC 564 or permission of instructor]	1
EDUC 866	A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1

Those who hold certification from a state having reciprocity with New York need to apply for New York State certification when applying to this program.

Certification

Those with New York State initial certification in General Education or in General and Special Education at the early childhood or childhood level will be eligible for a professional certificate in their initial certification area(s) after completing all New York State requirements.

Integrative Master's Project

Graduates must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

Studies in Education Program

Nancy Gropper, Director: 212-875-4477; ngropper@bankstreet.edu
42 Credits: Master of Science in Education (M.S.Ed.)
36 Credits: Master of Education (Ed.M.)

Overview

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 nontraditional educational roles and does not lead to certification.

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

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

Supervised Fieldwork/Advisement

During one academic year, while students take courses, they

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

Admissions Requirements

Applicants to the Studies in Education programs need to have a bachelor's degree and a strong interest in studying children, the way they learn, and the adults who provide materials and leadership for them. To qualify for the Ed.M. track, applicants must hold a prior master's degree.

Integrative Master's Project

Graduates must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

Certification

This program does not lead to certification.

Course Requirements (M.S.Ed.)

	All students, regardless of special interest or concentration, are required to take at least one course in each of the following areas: development, philosophy of education, curriculum development, and the social context. Other courses are selected according to the student's interests. Course selections must be approved by advisor or program director.	30
GSTD 960	Studies in Education Supervised Fieldwork/Student Teaching/Advisement Integrative Master's Project	12 0
TOTAL CREDITS		42

Course Requirements (Ed.M.)

	All students, regardless of special interest or concentration, are required to take at least one course in each of the following areas: development, philosophy of education, curriculum development, and the social context. Other courses are selected according to the student's interests. Course selections must be approved by advisor or program director.	24
GSTD 960	Studies in Education Supervised Fieldwork/Student Teaching/Advisement Integrative Master's Project	12 0
TOTAL CREDITS		36

Child Life Program

Troy Pinkney-Ragsdale, Director: 212-875-4473;
tpinkney@bankstreet.edu

43 Credits Master of Science (M.S.)

Overview

The Child Life program prepares students for careers as Certified Child Life Specialists in both hospital and community healthcare environments. Students develop the skills necessary to promote family-centered care and learn how to work with children and their families who are living with the realities of chronic or terminal illness, surgery, trauma, injuries and, disabilities. Students learn developmentally meaningful ways of working with children and their families in healthcare settings.

Through the program, students gain an understanding of medical issues coupled with a firm grounding in practice. This combination of theory and practice serves as an excellent support for child life specialists who work with children, youth, and families. Students learn to advocate for 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 nonpharmacological techniques to comfort children, and provide normal life experiences that promote optimal growth and development.

Clinical Experience and Supervised Fieldwork/Advisement

During the year of supervised fieldwork/ advisement, students work as interns in approved child life healthcare 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 weekly conference group and ongoing advisement, which is instrumental in supporting professional growth and development during their internship.

Securing an Approved Internship Position

All child life students are required to secure an internship position in a clinical setting for the fall and spring of the supervised

fieldwork year. Students need to complete a total of 560–600 hours in an approved setting by the completion of their internship. To gain this highly competitive position, child life students must apply for a minimum of five internship placements in the tri-state area including at least one internship outside of the New York metropolitan area. Each student must be interviewed for, accepted into, and matched with an appropriate setting.

Matches are made based on consideration of the student's preferences, the sites' preferences, and the availability of internships. Ultimately, the college cannot guarantee an internship placement. If a student cannot secure a placement, the student will need to go through the intern application process the following year. The internship is a mandatory component of the program. A student who is unable to secure an internship after trying for two years will not be able to complete the degree.

Admission Requirements

Applicants to the Child Life program need to have completed a bachelor's degree and to demonstrate experience working with children with special healthcare needs. They will need to complete 100 hours of volunteer work in a child life setting before matriculating at Bank Street College.

Certification

The Child Life Council grants Child Life Professional Certification. Upon completion of our Child Life master's degree, graduates will have satisfied the course requirements, will have completed the mandated 560- to 600-hour internship in child life programs directed by Certified Child Life Specialists, and will be prepared to take the certification examination given by the Child Life Council at selected locations. For more information, contact the Child Life Council at (301) 881-7090 or (800) 252-4515 or <http://www.childlife.org>

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

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

1st Fall or previous Spring	EDUC 500	Child Development	3
1st Fall	EDUC 821	Child Life in the Healthcare Setting: A Family-Centered Care Approach [Pre- or corequisite: EDUC 500]	3
1st Fall	EDUC 826	Medical Aspects of Illness: A Child Life Perspective [Pre- or corequisite: EDUC 500]	3
1st Spring	EDUC 822	Children with Special Healthcare Needs: In the Hospital, at Home and in School [Prerequisite: EDUC 821]	3
1st Spring	EDUC 828	Loss in Children's Lives: Implications for Schools, Hospitals, and Home [Prerequisite: EDUC 500]	3
1st Summer 1	EDUC 621	Introduction to Child Life Documentation [Prerequisites: EDUC 500, EDUC 821; EDUC 822]	1
1st Summer 1	EDUC 651	Special Study: Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups [Prerequisite: EDUC 821]	1
1st Summer 2	EDUC 820	Group Process for Child Life Specialists [Prerequisite: EDUC 500]	1
2nd Fall	EDUC 827	Weaving Creative Arts Modalities into Child Life Practice [Prerequisite: EDUC 822]	3
2nd Fall	EDUC 829	Therapeutic Play Techniques for Child Life Specialists [Prerequisites: EDUC 500; EDUC 821; EDUC 822]	3
2nd Spring	LEAD 825	Child Life Program Development and Administration [Prerequisite: EDUC 822; corequisite: EDUC 950]	3
		Identification and Reporting of Child Abuse and Maltreatment	
		Electives as needed to complete the requirements of the program	4
2nd Fall and 2nd Spring	EDUC 950	Clinical Experience and Supervised Fieldwork I and II: Children in Healthcare Settings	12
	TOTAL CREDITS		43

Educational Leadership Programs

Rima Shore, Department Chair: 212-875-4478;
rshore@bankstreet.edu

Overview

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

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

Drawing heavily upon the philosophy of progressivism elaborated by Bank Street's founders, our approach challenges leaders to attend to the unique qualities and potential each learner brings to the classroom and to the educator's role in creating a more caring, just society. Our programs enable candidates to explore the complexities and dynamics of transformational educational change. Candidates consider the sociopolitical realities that frame the work of schools, the ethical and moral dimensions of leadership, the role of leader as researcher, and the practices of school administration.

Our Educational Leadership programs align with national and state leadership standards. Programs of study include Leadership for Educational Change; Principals Institute; Future School Leaders Academy; Early Childhood Leadership; Leadership in Technology and the Arts (in collaboration with Parsons The New School for Design and Sarah Lawrence College); Leadership in Mathematics Education; Leadership in Museum Education; Leadership in Community-Based Learning; and School District Leadership.

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

Educational Leadership programs—with the exception of Leadership in Museum Education and Leadership in Community-Based Learning—fulfill the educational requirements for New York State School Building Leader certification.

Integrative Master's Project

Candidates in all programs must complete an Integrative Master's Project. Integrative Master's Project options include a Leadership Portfolio OR a Leadership Professional Seminar OR an Independent Study OR a Mentored Directed Essay. Requirements vary by program. Some exceptions exist. A full description of each option is available at www.bankstreet.edu. Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

“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

Gil Schmerler, Director: 212-875-4709; ace@bankstreet.edu
39 credits: Master of Science in Education (M.S.Ed.)
30-36 credits: Master of Education (Ed.M.)

The Leadership for Educational Change program prepares flexible, creative, and responsive leaders for a wide range of leadership positions within educational institutions. The program is based on the premise that leaders must understand the ever-changing human, organizational, and societal contexts of education, and use change in the service of more effective and humane schooling for children. 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 30- to 36-credit Ed.M. for those who already hold a master's degree in education or leadership. These programs are described below in detail.

Supervised Fieldwork/Advisement

During one academic year, 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

Applicants to the Leadership for Educational Change program

typically have at least two years' teaching or pupil personnel experience (PreK-12) and have demonstrated leadership capacity in their work.

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 Integrative Master's Project.

Certification

The program leads to 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.

Dual Certification (SBL and SDL) Option

Qualified graduates of this program will also be recommended for School District Leadership (SDL) certification if they successfully complete the five-credit SDL sequence (described on page 65) and if they can document successful completion of a total of 60 graduate credits (including credits earned at Bank Street). Graduates must complete the SDL sequence within eight years of graduation to qualify for this option. 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. Dual Certification candidates will be recommended for both certifications when they successfully complete all requirements for their degree program. To qualify for each certificate, candidates must pass the corresponding New York State Assessment.

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

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

Leadership for Educational Change (continued)

Course Requirements Ed.M. Degree: 30-36 Credits*

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 530	Education Policy, Advocacy, and Law	3
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 660	Research for Educational Change	3
LEAD 770	Leadership Professional Seminar (satisfies the Integrative Master's Project requirement)	3
	Elective credits as needed to complete the requirements of the program (see below)	0-6
LEAD 900	Leadership for Educational Change Supervised Fieldwork/Advisement	12
	Leadership Skills Seminar: Writing and Speaking	0
TOTAL CREDITS		30-36

* Based upon application and transcript review at time of admission, the chair may, in exceptional circumstances, waive up to six credits of course work for Ed.M. candidates.

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

EDUC 581	Community Based Action Research: Theory and Inquiry Methods for Community Educators	3
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
LEAD 518	Leading a Community-Based Initiative	3
LEAD 560	Literacy and Leadership	3
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
LEAD 601	Team Building and Collaborative Decision Making: Practices of Democratic Schooling	3
LEAD 603	School Change: The Transformational Leader	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 650	Leadership Individual Study	1/2/3
LEAD 832	Policy Issues in the Design of Children's Services	1
LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 872	Special Education Leadership II: Leading Inclusive Communities of Learners	3

Principals Institute

Kenneth Grover, Director: 212-961-3360; kgrover@bankstreet.edu
39 credits: Master of Science in Education (M.S.Ed.)
36 credits: Master of Education (Ed.M.)

Established in 1989, the Principals Institute is committed to increasing the number of women and minorities in positions of leadership in New York City public schools and offers tuition subsidies to qualified applicants. A cohort program enrolling groups of 20-25 New York City public school professionals, the program leads to a Master of Science in Education, or 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 18 months, including one summer.

Supervised Fieldwork/Advisement

Fieldwork is integrated throughout the program, beginning with the first semester's Introduction to Fieldwork/Advisement. During the second and third semesters, the field experience is intensified through a school-based internship and supervised fieldwork/advisement. The 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

Applicants to the Principals Institute typically have at least three years of teaching experience (PreK-12) before beginning their course work.

Certification

The program leads to 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 the New York State School Building Leader Assessment.

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

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 537	Organizational Development: Implications for Educational Leadership	3
LEAD 600	Leadership Communication Seminar	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 912	Principals Institute Supervised Fieldwork/Advisement	8
LEAD 913	Practicum in Urban School Leadership	1
	Elective credits approved by the program director as needed to complete requirements of the program	0
TOTAL CREDITS		39

Course Requirements Ed.M. Degree: 36 Credits

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 537	Organizational Development: Implications for Educational Leadership	3
LEAD 600	Leadership Communication Seminar	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 912	Principals Institute Supervised Fieldwork/Advisement	8
LEAD 913	Practicum in Urban School Leadership	1
TOTAL CREDITS		36

Future School Leaders Academy

Margaret Terry Orr, Director: 212-875-4546; Morr@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

Course Requirements

LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 532	Foundations of Educational Leadership: Ethics and Philosophy	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 906	Future School Leaders Academy Supervised Fieldwork/Advisement	6
TOTAL CREDITS		30

leading improvement through inquiry and action.

Admissions Requirements

Candidates are nominated by a participating school district or BOCES. Before beginning the program, they must have an initial master's degree in education and at least three years of PreK-12 experience as a teacher or provider of pupil personnel services; they must also show promise of 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 who have both at least three years of experience that is equivalent to a teacher, administrator, or pupil personnel provider, and a master's degree in a relevant field, and who show promise as an educational leader.

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 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. Transition D candidates will only qualify for certification as a School District Leader (SDL).

Early Childhood Leadership

Denise Prince, Director: 212-875-4585; dprince@bankstreet.edu
38 credits
Master of Science in Education (M.S.Ed.)

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

Admissions Requirements

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

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 practice leadership activities in their work settings and, with guidance, develop the ability to synthesize theory

and practice. If candidates live in close proximity to the College, advisors may make on-site visits; otherwise, advisement is facilitated by means of electronic communication.

Certification

The program leads to New York State School Building Leader 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 must pass the New York State SBL Assessment.

Dual Certification (School Building Leader and School District Leader) Option

By taking an additional five credits of course work in School District Leadership (see SDL course requirements on page 65), 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.

Course Requirements

LEAD 500	Child Development	3
EDUC 564	Language, Literature, and Emergent Literacy	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 533	Foundations of Educational Leadership: Law, History, and Economics	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 660	Research for Educational Change	3
LEAD 830	Early Childhood Leadership Practicum in Clinical Supervision [Prerequisite: LEAD 615]	3
LEAD 831	Early Childhood Leadership Practicum in Organizational Development [Prerequisite: LEAD 535]	3
LEAD 832	Policy Issues in the Design of Children's Services [Corequisite: LEAD 833]	1
LEAD 833	Early Childhood Leadership Policy Internship [Corequisite: LEAD 832]	3
LEAD 930	Early Childhood Supervised Fieldwork/Advisement (2 semesters)	8
	Integrative Master's Project	0
TOTAL CREDITS		38

Leadership in Technology and the Arts (with Parsons The New School for Design and Sarah Lawrence College)

Cathleen Wiggins, Director: 212-875-4529; cwiggins@bankstreet.edu

This program offers two tracks:

- **A Focus in Creative Writing: 42 credits (with 15 credits from Sarah Lawrence College)**
- **A Focus in the Visual Arts: 42 credits (with 15 credits from Parsons The New School for Design)**

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

[Candidates also receive a certificate from Parsons The New School for Design or Sarah Lawrence College]

Through this program, educators with an interest in creative writing or visual arts prepare for innovative, responsive educational leadership. At Bank Street, all Leadership in Technology and the Arts candidates take courses together in educational leadership. In the Creative Writing track, candidates expand their skills and knowledge in creative writing at Sarah Lawrence. In the Visual Arts track, candidates refine and expand their art and technology skills and knowledge through studio courses at Parsons. All explore the power of creativity in learning and leading. Graduates are prepared for positions as public and independent school principals, regional art or language arts supervisors, technology coordinators, and college teachers. Some continue as teachers and extend that role to leadership activities within their schools. In both the Creative Writing and Visual Arts tracks, the courses are offered in three consecutive Summer 2 (July) residency terms, and the program is open to those who live either in the New York area or at a distance.

Admissions Requirements

Applicants to the Visual Arts track generally have at least two

Course Requirements Note: For more details about course scheduling and answers to frequently asked questions, please visit the Web site at www.bankstreet.edu.

LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 532	Foundations of Educational Leadership: Ethics and Philosophy	1
LEAD 533	Foundations of Educational Leadership: Law, History, and Economics	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 536	Foundations of Educational Leadership: Culture and Society	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 660	Research for Educational Change	3
LEAD 810	Leadership in Technology and the Arts Practicum in Clinical Supervision [Prerequisite: LEAD 615]	3
LEAD 910	Leadership in Technology and the Arts Supervised Fieldwork/Advisement (3 semesters)	9
	Integrative Master's Project	0
Creative Writing track courses at Sarah Lawrence College: 15 Credits		
SRLW 7780	Storytelling in Several Forms	5
SRLW 7781	Poetry Workshop and Creative Nonfiction Workshop	5
SRLW 7782	Fiction Workshop and Final Project Tutorial	5
Visual Arts track courses at Parsons The New School for Design: 15 Credits		
PARS 7780	Drawing Concepts	5
PARS 7781	Printmaking: Relief and Intaglio Studio Workshop	5
PARS 7782	Painting and Theory	5
TOTAL CREDITS		42

years of experience working in art education or in a related field. Applicants to the Creative Writing track are generally experienced elementary, English, language arts, or humanities teachers.

Supervised Fieldwork/Advisement

During the two intervening academic years between the three summer residencies, candidates engage in guided field assignments at their home sites. Through supervised fieldwork/advisement, candidates practice leadership activities in their work or other suitable settings and, with guidance, develop the ability to synthesize theory and practice. Advisement continues throughout the academic year, either in person or by means of electronic communication.

Certification

The program leads to New York State School Building Leader 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 must pass the New York State SBL Assessment.

Dual Certification (SBL and SDL) Option

By taking an additional five credits of course work in School District Leadership (see SDL course requirements on page 65), qualified candidates who can document successful completion of a total of 60 graduate credits (including credits earned at Bank Street) may also be recommended for New York State School District Leader (SDL) certification. Graduates must complete the SDL sequence within eight years of graduation to qualify for this option. They must also pass the New York State SDL assessment.

Leadership in Mathematics Education

Barbara Dubitsky, Director: 212-875-4712; dubitsky@bankstreet.edu
42 credits
Master of Science in Education (M.S.Ed.)

This program is designed for elementary or middle school teachers, coaches, or administrators who want to become mathematics leaders and earn New York State School Building Leader certification. It is a unique program 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.*

Candidates enroll in three consecutive Summer 2 (July) residency sessions, taking intensive course work 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 (July) residency terms, the program is open to those who live either in the New York area or at a distance.

Admissions Requirements

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

Prerequisite:

All candidates must have completed a course in child development before graduating from this program.

Course Requirements

LEAD 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 540	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	2
EDUC 541	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle School Years	2
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 514	Curriculum Development for Mathematics Leaders	3
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 611	Professional Development for Mathematics Leaders	3
LEAD 661	Research for Mathematics Leaders I	1
LEAD 662	Research for Mathematics Leaders II	1
LEAD 840	Practicum in Mathematics Leadership I	3
LEAD 841	Practicum in Mathematics Leadership II	3
LEAD 842	Practicum in Mathematics Leadership III	0
MATH 541	Integrated Mathematics I	4
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	4
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	4
LEAD 940	Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)	6
	Integrative Master's Project	0
TOTAL CREDITS		42

Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years between the three summer residency periods of course work. 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 are close to the New York metropolitan area; otherwise, advisement is facilitated by means of electronic communication.

Certification

The program leads to 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 the New York State SBL Assessment.

Dual Certification (SBL and SDL) Option

By taking an additional five credits of course work in School District Leadership (see SDL course requirements on page 65), 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 Professional Program for Teacher Leaders in Mathematics Education (page 51). 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.

Leadership in Museum Education

Leslie Bedford, Director: 212-875-4704; lbedford@bankstreet.edu
40 credits
Master of Science in Education (M.S.Ed.)

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

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

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.

Supervised Fieldwork/Advisement

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

Certification

The program does not lead to certification.

Leadership in Community-Based Learning

Rima Shore, Director: 212-875-4478; rshore@bankstreet.edu

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

The Leadership in Community-Based Learning program prepares flexible, creative, and responsive leaders for a wide range of leadership positions within community-based learning organizations, including before-school, afterschool, summer, Saturday, and other similar programs designed to enrich and expand learning opportunities for children and youth.

This program may also be appropriate for international candidates and those who do not need state certification and are seeking a flexible leadership program. Through this program, candidates gain depth in understanding human development, organizational leadership, the social context,

and curriculum. They also benefit from direct supervision and advisement in their own work setting.

Admissions Requirements

Applicants are typically those who have experience in afterschool or youth development programs, or in other community-based organizations.

Supervised Fieldwork/Advisement

Students in advisement participate in regular 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. Throughout the fieldwork term, the advisor will visit each student in his or her setting monthly.

Certification

The program does not lead to certification.

Course Requirements Note: Consult program director or advisor for information about specific courses to fulfill the course requirements.

	All students in this program are required to complete a minimum number of credits in the following categories:	
	Human Development category: a minimum of 3 credits	3
	Leadership category: a minimum of 6 credits, including Processes of Supervision and Professional Development (3 credits)	6
LEAD 615	Social Context category: a minimum of 1 credit. Strongly recommended: EDUC 581: Community-Based Action Research (3 credits)	1
	Curriculum Studies category: 3 credits including at least one of the following courses: Leadership in Curriculum and Instruction (3 credits) Literacy and Leadership (3 credits)	3
LEAD 510 or LEAD 560	Elective credits from among courses in the four categories listed above as needed to complete the requirements of the program	10
LEAD 515	Community-Based Leadership Seminar Series: A series of four presentations annually focusing on presentations by leaders in community-based organizations and in the youth development field.	1
LEAD 985	Community-Based Leadership Supervised Fieldwork/Advisement (two semesters)	6
	Integrative Master's Project	0
	TOTAL CREDITS	30

Suggested Electives To be taken as needed to complete the requirements of the program. Select in consultation with, and approval of, advisor.

LEAD 518	Leading a Community-Based Organization (strongly recommended)	3
EDUC 581	Community-Based Action Research (strongly recommended)	3
LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 530	Education Policy, Advocacy and Law	3
LEAD 560	Literacy and Leadership	3
LEAD 603	School Change: The Transformational Leader	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 770	Professional Seminar	3
LEAD 832	Policy Issues in the Design of Children's Services	1
EDUC 500	Child Development	3
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Settings	1

School District Leadership (nondegree)

Carol Choye, Director: 212-875-4438; cchoye@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 nondegree 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. Course work 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 coordinator, and coordinator of services for special populations (such as children with special needs or dual language learners).

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

Course Requirements

LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 908	School District Leadership Supervised Fieldwork/Advisement (Not required for Bank Street students in a qualifying leadership program.)	6
	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 57. With the approval of their advisors, candidates may also take appropriate courses for credit from Bank Street's Continuing Professional Studies (see page 99). Many of the Continuing Professional Studies courses have weekend formats.

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 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 course work and participate in conference groups during intensive sessions at the College.

Admissions Requirements

Applicants typically have a master's degree in educational leadership and have previously qualified for SAS or SBL certification.

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 course work. During supervised fieldwork/advisement, candidates work closely with their advisor and peers in integrating theory and practice.

Certification

The 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, 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 the corresponding New York State SDL Assessment.

Course Descriptions

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

Shavon, Early Childhood Special Education



Course Descriptions

COURSES ARE LISTED AS FOLLOWS:

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

KEY FOR TERMS OFFERED*:

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

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

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

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Child Development

EDUC 500 3 credits (A)

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

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

EDUC 501 3 credits (F)

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

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

Language Acquisition and Learning in a Linguistically Diverse Society

EDUC 505 2 credits (A)

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

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

Issues in Physical Development of the Early Adolescent

EDUC 506 1 credit (S)

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

Curriculum in Early Childhood Education (Grades N–3)

EDUC 510 3 credits (F, S, S2)

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

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

Curriculum Development through Social Studies (Elementary and Middle School)

EDUC 511 3 credits (F, S)

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

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

EDUC 513 3 credits (F, S)

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

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

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

EDUC 514 3 credits (F, S, S2)

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

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

Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms

EDUC 515 3 credits (F)

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

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

EDUC 517 3 credits (S)

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

School/Museum Curriculum Development (K–8)

EDUC 518 3 credits (F)

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

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

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

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

Educating Infants and Toddlers: Programs and Activities and Emergent Literacy **EDUC 520 3 credits (2/F)**

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

Integrating Technology into the Curriculum to Support Student Learning and Inquiry **EDUC 525 1 credit (F, S, S1, 2/S2)**

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

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

Foundations of Modern Education **EDUC 530 3 credits (A)**

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

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

Principles and Problems in Elementary and Early Childhood Education **EDUC 531 3 credits (S1)**

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

Seminar in Museum Education I **EDUC 533 2 credits (F)**

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

Introduction to the Middle School **EDUC 534 2 credits (F)**

Students will develop familiarity with the history, phi-

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

Science for Teachers (Grades N-6) **EDUC 535 2 credits (A)**

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

Foundations: The Influence of Culture and Politics on Literacy Theory and Practice **EDUC 536 2 credits (F, S)**

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

Foundations and Practice of Dual Language/Bilingual Education **EDUC 537 1 credit (F)**

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

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

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

Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle School Years **EDUC 541 2 credits (S1)**

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

Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator **EDUC 542 2 credits (S, 2/S2)**

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

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

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

Special Study: Integrated Environment of the Hudson River

EDUC 552 3 credits (2/S2)

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

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

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

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

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

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

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

EDUC 563 3 credits (F, S, S1–S2)

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

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

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

EDUC 564 3 credits (A)

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

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

EDUC 565 3 credits (A)

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

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

EDUC 567 3 credits (S)

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

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

EDUC 568 3 credits (F, S, S1–S2)

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

Writing Workshop for Middle Schools **EDUC 570 1 credit (S)**

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

Storytelling with Children

EDUC 573 1 credit (F, S)

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

Folklore in Education

EDUC 574 1 credit (S, S2)

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

Teacher-Made Materials for Reading and Writing

EDUC 575 1 credit (S2)

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

Writing in the Elementary Grades

EDUC 576 2 credits (F, S)

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

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

Community-Based Action Research: Theory and Inquiry Methods for Community Educators
EDUC 581 3 credits

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

Arts Workshop for Teachers (Grades N–6)
EDUC 590 2 credits (F, S, S2)

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

Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N–6)
EDUC 591 2 credits (A)

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

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

Singing in the Early Childhood Classroom
EDUC 592 1 credit (S1)

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

Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups
EDUC 600 1 credit (Jan, S)

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

Special Education for Linguistically and Culturally Diverse Children
EDUC 601 1 credit (S1)

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

Assessment in Bilingual Special Education
EDUC 602 1 credit (S1)

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

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

Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example
EDUC 603 1 credit (S1)

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

Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings
EDUC 604 2 credits (A)

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

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

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

EDUC 605 3 credits (F, S1)

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

Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum
EDUC 606 1 credit (Jan, S1)

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

Group Processes in the Middle School
EDUC 607 1 credit (S)

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

Classroom Management and Discipline in a Supportive Environment
EDUC 609 1 credit (S)

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

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

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

EDUC 612 1 credit (S1)

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

Understanding and Working with Families of Young Normal and Exceptional Children

EDUC 613 2 credits (F)

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

Exhibition Development and Evaluation

EDUC 614 2 credits (S)

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

Introduction to Research and Evaluation Practice in Museum Education

EDUC 616 2 credits (F)

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

Working with All Children and Families: An Introduction

EDUC 618 1 credit (Jan, S)

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

Introduction to Child Life Documentation

EDUC 621 1 credit (S1)

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

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

EDUC 625 1 credit

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

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

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

EDUC 629 1 credit (S, S1)

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

Individual Study

EDUC 650 1/2/3 credits (A)

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

Special Study

EDUC 651 1/2/3 credits (A)

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

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

EDUC 651 1 credit (S1)

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

Special Study: Learning Practice and Theory: Making the Connection

EDUC 651 6 credits (S)

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

Special Study: Strategies for Language and Concept Development

EDUC 651 1 credit (S)

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

The Development of Spanish through Writing in the Content Areas

EDUC 660 3 credits (F)

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

The Social Worlds of Childhood

EDUC 800 3 credits (F)

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

The World of the Infant: The First Year of Life

EDUC 801 3 credits (S)

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

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

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

EDUC 802 3 credits (F)

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

Developmental Variations

EDUC 803 2 credits (A)

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

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

Developmental Variations II: Emotional and Behavioral Issues

EDUC 805 2 credits (S, S1)

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

Communication Disorders in School-Age Children

EDUC 807 2 credits (F, S, S2)

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

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

EDUC 808 3 credits (F, S)

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

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

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

EDUC 809 3 credits (F)

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

Autism Spectrum Disorders & Developmental Disabilities

EDUC 810 2 credits (S2)

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

Assistive and Instructional Technology for Children with Autism & Developmental Disorders

EDUC 811 2 credits (F)

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

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

Advocacy & Collaboration in School & Community EDUC 812 1 credit (S)

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

Planning & Managing Learning Environments for Students with Autism & Developmental Disorders EDUC 813 3 credits (S2)

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

Practicum in Assessment & Curriculum Planning for Children with Autism & Developmental Disorders EDUC 814 3 credits (S2)

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

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

Seminar in Museum Education II EDUC 815 2 credits (S)

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

Group Processes for Child Life Students EDUC 820 1 credit (S2)

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

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

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

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

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

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

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

This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site. Students explore the use of play in therapy with children of different ages and degrees of pathology, clarifying the role of the therapist in collaboration with the teacher. Students consider the different meanings of play, including play as communication, as a means of mastery, and as a symbolic process. Students analyze play sequences and their implications for understanding interpsychic processes. *Prerequisite:* EDUC 803.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Clinical Experiences and Supervised Fieldwork I and II: Children in Healthcare Settings
EDUC 950 12 credits/6 credits per semester (F, S)

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

Infant and Family Development and Early Intervention and Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement
EDUC 953 6 credits/1 semester (F, S)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement
EDUC 982 12 credits/6 credits per semester (F, S)

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

Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)
EDUC 990 0 credits (F, S)

Taken during the supervised fieldwork/advisement year.

Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as working teachers, interns, or assistants)
EDUC 991 1 credit (S, S1, S2)

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

Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Working Teachers and Assistant Teachers
EDUC 992 3 credits (S2)

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

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

Studies in Education Supervised Fieldwork/Student Teaching/Advisement
GSTD 960 12 credits/6 per semester (F, S)

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

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

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

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

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

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

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

Topics in Mathematics
MATH 495 2 credits (F)

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

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

Topics in Science

NSCI 500 3 credits (S2)

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

Explorations of Nature

SCIE 510 2 credits (S1)

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

Leadership Course Descriptions

COURSES ARE LISTED AS FOLLOWS:

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

KEY FOR TERMS OFFERED*:

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

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

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

Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator

EDUC 542 2 credits (S, 2/S2)

See description on page 71.

Human Development I: Programming for Young Audiences

LEAD 501 4 credits (2/F)

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

Human Development II: Adolescents and Adults as Visitors and Volunteers

LEAD 502 3 credits (2/S)

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

Adult Development: Implications for Educational Leadership

LEAD 503 3 credits (F, S, S2)

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

Leadership in Curriculum and Instruction

LEAD 510 3 credits (F, S2)

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

Exhibition Development for Museum Leaders

LEAD 511 2 credits (2/F)

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

School Collaborations for Museum Leaders

LEAD 512 2 credits (2/S)

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

Museum Programming for Diverse Audiences

LEAD 513 1 credit (2/S)

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

Curriculum Development for Mathematics Leaders

LEAD 514 3 credits (2/S2)

The goal of this course is to examine the complex factors

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

Community-Based Leadership Seminar Series

LEAD 515 1 credit (S2)

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

Leading a Community-Based Initiative

LEAD 518 3 credits (F)

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

Education Policy, Advocacy, and Law

LEAD 530 3 credits (S)

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

Foundations of Educational Leadership: Ethics and Philosophy

LEAD 532 1 credit (F, 3/S2)

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

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

LEAD 533 1 credit (S2)

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

**Foundations of Educational Leadership:
Adult Development**

LEAD 534 1 credit (S, S2)

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

**Foundations of Educational Leadership:
Organizational Development**

LEAD 535 1 credit (2/F, S2)

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

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

LEAD 536 1 credit (3/S2)

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

Organizational Development: Implications for Educational Leadership

LEAD 537 3 credits (F, S)

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

Literacy and Leadership

LEAD 560 3 credits (S1)

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

Supervising and Supporting Literacy Instruction in Diverse Settings

LEAD 561 1 credit (2/S)

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

Leadership Communications Seminar

LEAD 600 1 credit (S1)

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

Team Building and Collaborative Decision Making: Practices of Democratic Schooling

LEAD 601 3 credits

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

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

School Change: The Transformational Leader

LEAD 603 3 credits (F, 2/S2)

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

Development of Educational Policy

LEAD 604 1 credit (F)

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

Staff Development and the Consultation Process

LEAD 610 3 credits

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

Professional Development for Mathematics Leaders

LEAD 611 3 credits (2/S2)

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

Processes of Supervision and Professional Development

LEAD 615 3 credits (S, S2)

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

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

Museum Management I: Organizational Development

LEAD 616 2 credits (2/F)

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

Museum Management II: Marketing and Audience Development

LEAD 617 1 credit (2/S)

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

Museum Management III: Professional Development

LEAD 618 1 credit (2/S)

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

Museum Management IV: Fundraising and Proposal Development

LEAD 619 2 credits (2/S)

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

Finance and Fundraising for Educational Leaders

LEAD 620 1 credit (S2)

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

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

Fiscal Management for Educational Leaders
LEAD 621 1 credit (S2)

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

Museum Management V: Shaping a Vision
LEAD 622 2 credits (2/F)

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

Organizational Theory
LEAD 623 2 credits (2/F)

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

Law for School Leaders
LEAD 630 3 credits (S, 2/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, S2)

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

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

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

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

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

Research in Museum Settings
LEAD 663 2 credits (2/S)

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

**Using Data in Your School and Classroom:
Building Evidence-Based Learning Communities**
LEAD 665 3 credits

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

Leadership Professional Seminar
LEAD 770 3 credits (S)

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

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

Leadership in Technology and the Arts Practicum in Clinical Supervision
LEAD 810 3 credits (F)

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

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

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

Early Childhood Leadership Practicum in Clinical Supervision
LEAD 830 3 credits (F)

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

Early Childhood Leadership Practicum in Organizational Development
LEAD 831 3 credits (S)

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

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

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

Early Childhood Leadership Policy Internship
LEAD 833 3 credits (S2)

As a necessary companion experience to LEAD 832, stu-

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

Practicum in Mathematics Leadership I
LEAD 840 3 credits (F, S2)

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

Practicum in Mathematics Leadership II
LEAD 841 3 credits (F, S2)

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

Practicum in Mathematics Leadership III
LEAD 842 0 credits (S2)

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

Museum Leadership Institutes I and II
LEAD 850 and LEAD 851 2 credits each (2/S1)

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

Leading a School District I
LEAD 861 1 credit (F)

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

Leading a School District II
LEAD 862 1 credit (F, S)

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

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

Leading a School District III **LEAD 863 1 credit (F)**

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

Leading a School District IV **LEAD 864 1 credit (S)**

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

Special Education Leadership: The District Perspective **LEAD 870 1 credit (2/F, S)**

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

Special Education Leadership I: Implementation of IDEA **LEAD 871 3 credits (F, S, S2)**

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

Special Education Leadership II: Leading Inclusive Communities of Learners **LEAD 872 3 credits (S)**

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

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

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

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

Leadership for Educational Change Supervised Fieldwork/Advisement

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

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

Leadership Supervised Fieldwork/Advisement **LEAD 905 1/2/3 credits**

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

Future School Leaders Academy Supervised Fieldwork/Advisement

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

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

School District Leadership Supervised Fieldwork/Advisement

LEAD 908 6 credits (S)

Fieldwork in an appropriate setting with supervision and advisement.

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

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

Fieldwork in an appropriate setting with supervision and advisement.

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

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

Practicum in Urban School Leadership **LEAD 913 1 credit (F, S)**

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

Early Childhood Leadership Supervised Fieldwork/Advisement

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

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

ting, focusing on organizational structure and behavior.

Mathematics Leadership Supervised Fieldwork/Advisement

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

Fieldwork in an appropriate setting with supervision and advisement.

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

Fieldwork in an appropriate setting with supervision and advisement.

Museum Leadership Seminar I: Theories and Issues in Museum Learning

LEAD 951 1 credit (2/F)

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

Museum Leadership Seminar II: Current Ideas in Interpretation and Education

LEAD 952 1 credit (2/S)

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

Museum Leadership Seminar III: History and Philosophy of American Museums

LEAD 953 1 credit (2/F)

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

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

LEAD 954 1 credit (2/S)

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

Community-Based Leadership Supervised Fieldwork/Advisement

LEAD 985 6 credits (F, S)

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

Integrated Mathematics I

MATH 541 4 credits (S2)

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

Integrated Mathematics II

MATH 542 4 credits (S2)

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

Integrated Mathematics III

MATH 543 4 credits (S2)

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

Courses offered at Parsons The New School for Design

Drawing Concepts

PARS 7780 5 Credits (S2)

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

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

Printmaking: Relief and Intaglio Studio Workshop

PARS 7781 5 credits (S2)

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

Painting and Theory

PARS 7782 5 credits (S2)

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

Courses offered at Sarah Lawrence College

Storytelling in Several Forms

SRLW 7780 5 Credits (S2)

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

Poetry Workshop and Creative Nonfiction Workshop

SRLW 7781 5 credits (S2)

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

Fiction Workshop and Final Project Tutorial

SRLW 7782: 5 credits (S2)

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

State Mandated Trainings

State Mandated Training on School Violence Prevention

STMD 100: 0 credits (A)

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

State Mandated Training in Child Abuse

Identification and Reporting

STMD 105: 0 credits (A)

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

Continuing Professional Studies

Short-Format Graduate Courses

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

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

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

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

Art and Science

Experiments in Art: The Artistic Process

ARTS 500N 2 credits (S, S2)

Art for Children with Special Needs

SPED 521N 2 or 3 credits (S2)

Art with Young Children

TEED 501N 1 credit (S)

Bookmaking: A Workshop

TEED 576N 2 or 3 credits (S, S2)

Multicultural Education Through the Arts

TEED 578N 2 or 3 credits (S)

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

Early Childhood and Childhood Education
Early Childhood Assessment
SETE517N 1 credit (S, S2)

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

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

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

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

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

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

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

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

Leadership

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

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

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

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

Mathematics

Differentiated Math Instruction
SETE 516N 1 credit (S)

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

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

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

Methods and Management

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

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

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

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

Middle School Education

Differentiated Math Instruction
SETE 516N 1 credit (S)

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

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

Music and Movement

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

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

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

Online Workshops

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

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

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

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

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

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

Reading and Writing

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

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

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

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

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

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

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

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

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

Social Studies and Geography

Research Skills
TEED 554N 1 credit (S)

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

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

Special Education

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

Early Childhood Practice
SETE 511N 1 credit (S)

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

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

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

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

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

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

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

Study Abroad

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

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

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

Services and Policies

“Bank St. will teach you more than you thought you could possibly ever want to know. It is an engaging and demanding program and one of the most worthwhile investments I have ever made in my life.”

Nicole, Museum Education



Admissions

Ann Morgan, *Director*
Seena Berg, *Associate Director*
LaVerne Pratt, *Administrative Assistant*
Diana Pondt, *Administrative Assistant/International Student Advisor*

The Graduate School welcomes applications from individuals who have strong academic records and who have experience and interest in education or related fields. We believe that professions in education require intelligent, reflective, flexible, and creative individuals with strong ethical standards. Those interested in applying are encouraged to visit the College. Prospective students can learn about Bank Street at one of the Open Houses held periodically throughout the year, as well as through individual appointments with admissions counselors or program directors. Admissions and financial aid materials are available by mail, on our Web site (www.bankstreet.edu), or in the Office of Graduate Admissions.

Criteria For Admissions

The criteria described here apply to applicants for all graduate degree programs. Applicants should consult specific program descriptions in this catalogue for additional requirements and prerequisites.

- Bank Street College seeks applicants with a GPA of 3.0 (B average) or higher who demonstrate the preparation needed for successfully completing graduate courses and a culminating master's degree project, and for making positive contributions in their professional lives.
- We seek applicants who demonstrate sensitivity to others, flexibility, self-awareness, and a willingness and capacity to engage in self-reflection.
- We seek applicants who demonstrate clear evidence of positive interpersonal skills and relationships with both children and adults.
- We seek applicants who demonstrate evidence of healthy motivation and commitment to learning and to children.

Applicants for a Master of Science in Education degree or for a Master of Science degree must have a bachelor's degree from a regionally or nationally accredited college or university. Undergraduates who are in the process of completing degrees are welcome to apply for admission to these programs, but full acceptance into a master's degree program will be contingent upon completion of a baccalaureate degree.

Many of our programs leading to an initial New York State certification require that the applicants meet breadth and

Office of Graduate Admissions: 212-875-4404
gradcourses@bankstreet.edu

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

depth distribution in the liberal arts and sciences. In addition to having breadth across the liberal arts curriculum, applicants are expected to have an undergraduate concentration (ten courses or thirty credits) in one of the liberal arts or sciences. A few programs require that applicants have a prior certification in a related classroom certification area (see the section on New York State certification on page 119).

Students missing an undergraduate course requirement must successfully complete any undergraduate or graduate level course in the subject(s) required, as outlined in the acceptance letter, prior to graduation from Bank Street. See page 115 for details about potential transfer of these credits, provided they are taken at the graduate level.

Applicants for the advanced Master of Education (Ed. M.) in Special Education, 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. See specific program descriptions for more information.

Applicants should send completed application forms and all supporting materials to:
The Office of Graduate Admissions
Bank Street College of Education
610 West 112th Street
New York, NY 10025

The Application Process

Application Requirements and Deadlines

Admissions applications may be submitted at any time, and are evaluated in the order in which they are completed. An application is considered complete upon receipt of the following:

- the completed application form;
- the nonrefundable application fee (\$65), payable to Bank Street College;
- three letters of reference;
- reflective essays and autobiography; and
- official transcripts of all prior work in higher education.

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

For spring 2012 enrollment:

Submit completed applications by November 1, 2011.

For fall 2012 enrollment:

Submit completed applications by February 15, 2012.

For summer 2012 residency program enrollment:

Submit completed applications by April 2, 2012

Financial Aid Deadline

By April 15, applicants for financial aid must submit the completed FAFSA (Free Application for Federal Student Aid) form to the Federal Processor (see page 106).

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. Applicants to most programs are also asked to come to the College to respond to essay questions asked by the program. This program essay, usually written at the College, must be completed before the admissions interview. Occasionally, at the discretion of the program, applicants who live at a distance from the College may be able to arrange to have an interview by phone instead of in person. Arrangements will similarly be made for completing the program essay.

Admissions Decisions

Admissions decisions are made throughout the year. Generally, applicants are notified about the admissions decision within four to eight weeks after the application is complete. For those applicants who meet the priority deadlines, the Office of Graduate Admissions will reach an admissions decision prior to registration for the next academic term.

Provisional Acceptance

Occasionally, applicants are admitted to Bank Street on a

provisional basis. This means that the applicant is accepted to a degree program, but with the proviso that he or she meet specific conditions as indicated in the letter of acceptance.

Application Requirements for International Students

Students from countries other than the United States are welcome at Bank Street. International students must meet the admissions criteria listed above; they must also provide translations of transcripts and records and validate that they have completed the equivalent of a United States undergraduate degree from a regionally or nationally accredited institution. All documents in languages other than English must be accompanied by certified English translations. International students must also complete an "Application for Form I-20." This document, which can be obtained from the Office of Graduate Admissions, affirms that a student has the financial resources to attend Bank Street. Unfortunately, financial aid is 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), 600 on the TOEFL paper-based test (pBT), 250 on the TOEFL computer-based test (cBT) or 7.0 on the IELTS. For more information, prospective students should visit the TOEFL Web site at www.ets.org/toefl.

Students without permanent residency status or work authorization in the United States are generally not eligible for permanent/professional teacher certification in New York State, though they may be eligible for time-limited certifications such as initial teacher certification.

Financial Aid

Lou Palefsky, *Director*
Adrienne King, *Assistant Director*
Kaisha Lopez, *Financial Aid Counselor*
Christopher Ballantine, *Administrative Assistant*

Office of Financial Aid: 212-875-4408
finaid@bankstreet.edu
Located on the sixth floor in Room 639

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 the next steps in their education. Financial aid awards may take the form of scholarships (not to be repaid), federal loans (to be repaid), and/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, rather than from a lending institution such as a bank.

Eligibility for Financial Aid

All students, continuing and prospective, apply for financial aid by completing and filing the Free Application for Federal Student Aid (FAFSA) in order to be considered for all forms of financial aid (scholarships, loans, and/or work-study). Eligibility for most of our scholarships is based on need as determined by federal guidelines. If and when any scholarships that are not need-based become available, applications are posted on the Web site. A student must be admitted into a degree-granting program and all credits/courses taken must be part of the degree requirements in order to receive any type of financial aid.

Timeline

All students, continuing and prospective, are encouraged to begin the financial aid application process early each year, preferably as soon as federal taxes are completed. To be considered for Bank Street College scholarships, the FAFSA must be completed and submitted to the federal processor by April 15 prior to the fiscal year (July through the following June) for which the student is seeking support.

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

The financial aid application process must be repeated for each academic year. Both part-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 timeline 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 Web site. When applying for aid using the FAFSA form, you will be asked for the Title IV Code, which for Bank Street College is Go2669.

Receiving Financial Aid

The Office of Financial Aid sends an Estimated Financial Aid Award Notice to eligible students who have been accepted into graduate programs. An Award Notice indicates the combination of scholarships, subsidized/unsubsidized loans, and all other awards for which the student is eligible. In addition, a Disclosure Statement is sent to the student from the U.S. Department of Education Loan Origination Center, confirming the amounts of subsidized/unsubsidized loans requested by the student for the relevant fiscal year (e.g., Summer 2 2011–Summer 1 2012).

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 online Entrance Counseling for Borrowers 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 satisfactory 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 awards.

Scholarships/Fellowships/Stipends

All applications for financial aid are reviewed for eligibility for the funds, and separate applications are not required for these awards. The exceptions to this policy are the Bank Street Incentive Scholarship, the Wallace Foundation Scholarship, the Neuberger Scholarship, the Spiegler Scholarship, and the Cathy Bose Math Leadership Scholarship, which require a separate application through the Office of Admissions. In general, applications for financial aid are reviewed for eligibility using the general criteria of:

- Enrollment as a matriculated student;
- At least half-time enrollment; and
- Demonstration of need as indicated through the FAFSA processing.

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 and the financial aid questionnaire as being African American and thus a member of a federally recognized U.S. ethnic minority group.

Alumni Opportunity Fund 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. 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 stated above. Bank Street Scholarships are applied to tuition only; students should expect to provide additional funds for tuition/fee balances. Students who accept a Bank Street Scholarship are also required to accept a minimum of \$8,500 in the subsidized portion of the William D. Ford Federal Direct Loan Program.

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 students who meet the general eligibility criteria stated above.

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.

Myra Ferguson Scholarship

This scholarship is available to students in either a Special Education or Child Life program.

Glickenhau Foundation Scholarship

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

Goldberg-Ruberman Scholarship

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

Hearst Minority Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who plan to reside in the 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 and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who plan to reside in the United States after graduation.

Elaine Katz Memorial Fund Scholarship

This scholarship is available to mature women who are career changers and also meet the general eligibility criteria stated above, and who are in an Early Childhood Education program.

H. Thomas Langbert Scholarship

This scholarship is available to students in a Museum Education program.

Minority Assistant Fellowship/Bank Street School for Children

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who are accepted to intern 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 and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Neuberger Scholarship

This scholarship is available to students 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 and the financial aid questionnaire as being African American and thus a member of a federally recognized U.S. ethnic minority group.

Elsbeth Pfeiffer Scholarship

This scholarship is available to students in the Child Life program who also meet the general eligibility criteria stated above.

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 and the financial aid questionnaire 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 and the financial aid questionnaire 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 and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Stone Foundation Scholarship

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

Straus Infancy Scholarship

This scholarship is available to students who are 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 and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who 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 and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group. Recipients must demonstrate a clear commitment to teach in a New York City public school and must be accepted into a program leading to certification to teach. Recipients must sign a commitment to teach in urban schools for three 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.

Charlotte Winsor Public School Intern Program

This fund supports students who are enrolled in Supervised Fieldwork/Student Teaching/Advisement as interns, and who are selected to work in a public school setting.

Yellow Ribbon Program

Bank Street College is participating in The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program). 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 highest public in-state undergraduate tuition rate. Bank Street will contribute up to 50% of those tuition expenses that exceed the above rate and the VA will match the same amount as the institution. For additional information, visit http://www.gibill.va.gov/gi_bill.info/ch33/yellow_ribbon.htm

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. The Office of Financial Aid reviews each student's eligibility for the William D. Ford Federal Direct Loan Program, which consists of the Subsidized Loan and the Unsubsidized Loan. 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 terms 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 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 April 15 deadline does not apply to the Federal Direct Loan Program.

There are two types of Direct Loans—subsidized and unsubsidized. For both types, 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). A subsidized loan does not accrue interest while the student continues to be enrolled at least half-time. An unsubsidized loan begins to accrue interest as soon as the funds are disbursed to

the student's account at Bank Street College. The FAFSA information and the number of credits taken each semester determine eligibility. Each student is usually eligible for a combination of subsidized and unsubsidized loan funds.

The maximum amount a student may borrow from the Direct Loan Program is \$20,500 per fiscal year (or the student's individual cost of education, whichever is less). Up to \$8,500 per year of this amount may be subsidized. The interest rate, identical for both subsidized and unsubsidized loans, is fixed. A 1% processing fee is withheld from the loan proceeds prior to disbursement to the student.

An Exit Interview is required of all borrowers prior to graduation or when the student falls below half-time status. Students not able to complete Exit Interviews online should contact the Office of Financial Aid.

Other Loan Options

Students who need to borrow funds to bridge the gap between the financial aid awarded and their cost of attendance can choose the Federal Direct Graduate PLUS (Grad PLUS) Loan.

Federal Direct Graduate PLUS (Grad PLUS) Loans
Matriculated graduate students may be eligible to borrow funds from the Federal Direct Grad PLUS Loan Program. The Grad PLUS loan has a fixed interest rate and all of the federal student loan benefits of the William D. Ford Federal Direct Loan Program during the life of the loan. Unlike the Direct Loan, the Grad PLUS loan requires a credit approval and charges a 4% origination fee. This loan is available for students who meet the following criteria:

- Student is a matriculated student at the Graduate School;
- Student is at least half-time in attendance; and
- Student has a financial aid package/award that does not meet the full cost of attendance for the semester(s) for which the student is/will be enrolled. The Grad PLUS loan may be borrowed in lieu of an alternative/private educational loan. For more detailed information please refer to our Web site at www.bankstreet.edu.

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.

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 course work, or plan to complete course work, 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 Web site below) to the Office of Financial Aid.

For more detailed information, please refer to our Web site at: www.bankstreet.edu.

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 Summer 1 or Summer 2) 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. After the FWS award has been received, students should contact the Office of Human Resources (Room 705) for available FWS assignments.

Other Aid Sources

In order to support the maximum number of students with financial need, the Office of Financial Aid encourages matriculated students to explore other financial aid opportunities. To this end, the Office of Financial Aid maintains a small library of external financial aid resources, both printed and electronic. A listing of electronic sources of financial aid information can also be found on the Bank Street College Web site at www.bankstreet.edu.

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 in the Office of Human Resources on the 9th floor.

Private tutoring position listings are available to matriculated students in the Office of Career Services (Room 108).

International Students

International students are not eligible for financial aid at Bank Street College. However, they may be eligible for Other Aid Sources of financial aid, as described above.

Registration

Sandra Sclafani, Registrar
Ann Cox, Associate Registrar/Certification Officer
Meghan Chvirko, Assistant Registrar
Bettina Tillman, Administrative Assistant
Shakira Lewis, 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 Web Registration period prior to each term. Matriculated students will be notified via email and letter of their specific appointment time to register within the Web Registration period. Web appointments are generated by proximity to graduation—those students closest to graduating receive the earliest appointments.

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

Matriculated students should consult the full Web Registration Policies and Instructions, available on the Registrar's page of the College's general Web site, www.bankstreet.edu and also on the Web site where Web Registration takes place, my.bankstreet.edu.

New students, who have yet to matriculate and are registering for the first time, must register in person at the College at one of the In-Person Registration times scheduled prior to each term. These times are available on the Web. New students are also sent letter invitations with their specific appointment times to register on the day of In-Person Registration.

Nonmatriculated students must also register at one of the college's In-Person Registration days, scheduled prior to each term. Faculty and staff will be available to discuss course options suited to individuals' interests and needs.

All students should consult the Academic Calendar and the Course Schedule for schedule and calendar updates, both of which are available on the Academic Programs page of the College's general Web site, www.bankstreet.edu.

A deferred payment plan is available for the fall and spring semesters, and financial aid may be used toward payment for any term.

Tuition and Fees

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

Application fee (<i>nonrefundable</i>)	\$ 65
Tuition for each course credit	\$1,240
Tuition for Supervised Fieldwork/ Advisement per credit	\$1,240
Deposit (<i>to be applied to Supervised Fieldwork/Student Teaching/ Advisement, nonrefundable</i>)	\$250
Registration fees per term (<i>nonrefundable</i>):	
3 credits or fewer	\$ 50
4 credits or more	\$100
Late registration fee	\$ 25
Transcript request	\$ 7
Each copy added to request	\$ 2
Add/Drop fee	\$ 15
Integrative Master's Project fee*	\$600
Independent Study extension fee (<i>Students who do not complete the Independent Study within one year will be charged an additional \$100.</i>)	\$100
Technical Assistance fee for selected Independent Studies and Portfolios (<i>Optional, see Guide to Integrative Master's Project.</i>)	\$150
New York State Internship Certification fee per semester (if enrolled in SFW/A)	\$100
New York State Internship Certification fee per semester (if not enrolled in SFW/A)	\$500
Removal of grade of Incomplete	\$ 25
ID card replacement fee	\$ 10
Diploma replacement fee	\$ 25
Returned check fee	\$ 20

*Fee is charged each time a student enrolls in this activity.

Payment of Tuition and Fees

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

Fall and Spring Semesters

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

Deferred Payment Plan. Total tuition and fees may be paid in four equal installments as indicated on the Payment Agreement form completed at registration. Deferred payments are only allowed for fall and spring semesters. There

is no finance charge when payments are received in the College's Business Office according to the following schedule, but there is a \$20 processing fee each term.

Due	Fall Semester 2011	Spring Semester 2012
25%	At registration	At registration
25%	September 30	January 30
25%	October 28	February 27
25%	November 21	March 26

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

Summer Sessions

Full Payment. A student pays the full amount of tuition and fees at registration with cash, check, money order, VISA or MasterCard, evidence of financial aid, or valid courtesy course voucher.

There is no deferred payment plan available for summer sessions. (An exception to this is made for the first year of summer degree programs, for which a deferred payment plan is available. Contact the appropriate program director for details.)

Estimated Expenses

Tuition costs vary according to the time and number of credits required for program completion. During the 2011–2012 fiscal year, tuition is \$1,240 per credit or \$55,800 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 122). 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 2011–2012 nine-month academic period:

Tuition (18 credits)	\$22,320
Books and Fees	\$ 1,100
Living Expenses	\$16,200

Late Registration, Add/Drop, and Withdrawal from Courses

The academic calendar specifies the dates for Late Registration, Add/Drop periods, and deadlines to withdraw from courses each term. Students who wish to add a course, or change from one section to another of the same course, must do so before the second class session. It is the policy

of the College that any class must be officially dropped through the Registrar's Office prior to its second meeting in order for a full tuition refund to apply.

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

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

Refund Policy/Liability for Tuition and Fees

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

In the fall and spring semesters, refunds for 2–6 credit classes will be made according to the following schedule:

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

In the summer terms, a modified refund schedule, which is specified on the College Web site, is implemented. In each term, refunds for 1-credit courses and courses that meet in unusual calendar configurations will be handled individu-

ally. Refunds for blended and fully online courses will follow a special refund schedule which is specified on the College Web site each term.

Title IV recipients attending Bank Street College may be eligible to receive a refund amount calculated according to the following formula: the portion of the period completed divided by the length of the payment period (if greater than 60% assume 100%) multiplied by Title IV Aid disbursed including the amount of awarded Title IV Aid that could have been disbursed if the student established eligibility for the funds prior to withdrawing. Unearned amounts allocable to Title IV HEA programs will be returned in the following order: William D. Ford Federal Direct Unsubsidized Loans, William D. Ford Federal Direct Subsidized Loans, and Perkins Loans.

Course Cancellation

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

Graduate School Policies

Matriculated Enrollment

Confirming Enrollment/Beginning Matriculation

When students are admitted into a program, they are asked to pay a nonrefundable deposit of \$250. This deposit is applied toward tuition costs at the time the student registers for supervised fieldwork/advisement.

Accepted students become matriculated students by registering for courses. Once a student matriculates, he or she has five years to complete the program. For leave of absence information, see page 114.

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 program director to request a deferment of up to one year. It is also important to notify the Office of Graduate Admissions and your program director if you plan to change the year in which you expect to do supervised fieldwork/advisement. The College cannot guarantee a place in supervised fieldwork/advisement for any student who has not kept the Office of Graduate Admissions informed of changes in plans. The College will assume that accepted students who do not register for classes and who have not asked for a deferment are not going to pursue their programs, and they will be removed from our active files.

Status Changes for Matriculated Students Withdrawal and Readmission

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. 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.

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 114).

Transferring between Programs

On occasion, students wish to transfer from one program to another within the College. Students who wish to change their degree program must obtain a Change of Degree Program Application from the Office of Graduate Admissions. The change must be approved both by the director of the original program and by the director of the program the student wishes to enter. In most cases, changes of degree program can only occur prior to the year of supervised fieldwork/advisement. Students transferring from one program to another may also need to take additional course work to fulfill all the requirements for the degree in the program to which they have transferred.

Upon admission, students declare their intention regarding their supervised fieldwork setting. If, prior to fieldwork enrollment, a student's fieldwork role changes (e.g., from student teacher to assistant teacher), he or she must notify the Office of Graduate Admissions and the faculty contact person identified in the admissions letter.

Enrollment for Nondegree Graduate Study

Individuals holding bachelor's degrees from regionally or nationally accredited colleges and universities are welcome to register as nonmatriculated students at Open Registration. Students who wish to apply to Bank Street graduate degree programs are encouraged to do so by the time they have completed six credits. Following this guideline helps ensure that students planning to enter a degree program are taking appropriate courses for the anticipated degree. The College reserves the right to withhold registration privileges from students who are attempting more than nine credits without entering a degree program.

All students, including those not enrolled in degree programs, are required to remain in good academic and professional standing in order to continue taking courses. Students hoping to enter degree programs must follow the admissions procedures. For those applicants who have taken courses at Bank Street, course grades and instructor

evaluations will be taken into consideration as part of the admissions process. Credits earned as a nonmatriculated student will only be counted toward a degree if they have 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

Once enrolled, students are expected to attend all classes, fieldwork placements, and conference groups. Participation is viewed as an essential aspect of a student's course work. If a student is absent due to illness or other emergency, he or she must inform the instructor and/or advisor, who may determine how the student can complete missed work. If a student is in Supervised Fieldwork, it is the student's responsibility to notify the school or agency where he or she is placed of any absences. The College respects individuals' observances of religious holidays. When students anticipate absences for religious reasons, they are responsible for informing instructors and advisors of this at the beginning of the term. They are also responsible for working with faculty to develop alternative means of fulfilling missed course and field assignments.

Enrollment Status/Timetable for Completing Degree Requirements

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

Interruptions in Study

Leave of Absence

Sometimes it becomes necessary for students to interrupt their study. In these instances, students should request a formal leave of absence by completing a Leave of Absence form, available from the Registrar's Office. As already discussed, normally students have five years to complete all degree requirements. A leave of absence extends this matriculation period by the length of time for which the leave is granted. It is therefore in the student's interest to apply for a leave of absence when he or she will not be in attendance for a semester or for a year.

Each request for a leave of absence is reviewed by the Registrar's Office, and the student is then notified in writing of the approval or denial of the leave. Obtaining written approval from the student's program director is part of the process.

Leaves of absence may be granted for up to one year. If a leave is granted, a date for the student's anticipated return to the program must be established and recorded. Students who find that they need more than the one-year maximum leave of absence, and who therefore do not return to the College after that year, will be contacted by the College and granted a six-month grace period to decide whether to resume their studies or withdraw from the College. Students who do not respond to the College's inquiries as to their status will at this point be automatically withdrawn from the College. If, at a later time, a student who has withdrawn (or been withdrawn) wishes to return, he or she must apply through the Office of Graduate Admissions for readmission to the College. When students resume matriculation, they may be required to complete more course work than is normally required for the completion of their program.

Medical Leave of Absence

Students who are unable to continue courses and/or supervised fieldwork for medical reasons should write directly to the Registrar requesting a medical leave of absence. Generally, students are required to apply for a medical leave during the term in which the illness begins. The student's letter should be accompanied (or followed) by a letter that provides supporting documentation of the illness from the attending health practitioner. The Registrar's Office will review the request and notify the student in writing of the approval or denial of the medical leave. The Registrar will also inform the student's department chair, program director, and advisor. The Registrar will also process a withdrawal from affected course and/or fieldwork currently in progress, and refund applicable tuition paid for the term (not registration fees).

If granted, the medical leave of absence extends the student's matriculation period by the length of time for which the leave is in effect. When students are ready and able to resume matriculation, they should contact the Registrar's

Office. They may be required to complete more course work than is normally required for their program, depending on the duration of the medical leave.

Transfer Credit from Other Graduate Study

Matriculated students may file a request to transfer in up to six (6) graduate credits, provided they meet the following requirements:

- course(s) were taken at an accredited academic institution;
- grade of B or better was awarded;
- credits have not been applied to any prior degree; and
- credits were completed within eight years prior to student's matriculation at Bank Street.

It is the responsibility of the student to initiate any request for transfer credit, which should occur during the first semester the student is matriculated. To be granted transfer credit, a student must secure written approval from an advisor or program director and from the department chairperson, indicating that the course(s) is (are) acceptable substitutes for Bank Street College offerings toward the degree. Courses being transferred in lieu of a required course must also be approved by a Bank Street instructor in that discipline. Any petition for an exception to the transfer credit policy should be addressed to the appropriate department chair. He or she will review the request and consult with the Associate Dean for Academic Affairs. The decision of the Associate Dean is final. A Transfer Credit Request form is available from the Registrar's Office

If a student takes a graduate course at another institution in order to satisfy an undergraduate deficiency (see page 104), he or she may also transfer in those graduate credits as elective credits toward his or her Bank Street degree.

The transfer of such credit will be subject to the usual review for approval by the appropriate academic department at Bank Street, as well as to the general policies of the College for transfer credit. Undergraduate courses are never accepted as transfer credit.

Waiving a Course Requirement

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

Graduation Policies and Practices

As candidates work to complete their degrees, they should be mindful of—and adhere to—the Graduation Application deadlines posted on www.bankstreet.edu. Candidates for graduation must file a Graduation Application in order to initiate the review of their records. Forms and timeline are available from the Registrar.

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

Professional and Academic Standards

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

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

In order to maintain good professional standing, students are expected to observe the College's Code of Conduct outlined in the Student Handbook and demonstrate the academic and personal qualities necessary for completion of graduate studies leading to Bank Street degrees or study on a nonmatriculated basis.

Occasionally, a faculty member may determine that a student lacks one or more of these qualities. Problems may involve suspected plagiarism, excessive absences, inappropriate classroom behavior, the student's inability to work productively with children or adults, or other questions regarding a student's professional conduct and/or capacity. Faculty members report such problems to the Associate Dean for Academic Affairs (or in his or her absence, the Associate Dean for Administration) who will review the circumstances and recommend an intervention which may require the student to discontinue his or her studies. Students who contest such a determination may request that the Dean of the Graduate School convene an Individual Review Committee (IRC) to review the situation. Requests must be made in writing to the Dean within 60 days of the date of the dismissal letter. The student is encouraged to present any pertinent information to this committee. The IRC reviews the circumstances and makes a recommendation to the Dean. The Dean then makes the final determination, which might uphold or reverse the decision for dismissal.

Academic Integrity

Students at Bank Street are expected to adhere to high standards of academic integrity. Students should be aware of the definition of plagiarism (see below); all violations will be taken seriously, and may result in consequences as serious as expulsion.

Plagiarism is the use of another person's ideas, words, or theories as one's own—or without citation—in an academic submission.

What does this mean?

- All work submitted must be original.
- Any reference to another person's work (including ideas, theories, or concepts) must be cited explicitly. See APA Citation Guidelines (below).
- Work presented as actual experience cannot be invented or fabricated.

APA Citation Guidelines:

- All sources cited in a paper must be included in the reference list at the end. Conversely, only sources cited in the paper should be included in the reference list.
- When a direct quotation is cited within the body of a paper, quotation marks must be used, and the author's name, year of publication, and page number must be included.
- When paraphrasing another's work, one must cite the original source, giving credit to the original author. When paraphrasing, page numbers are not necessary, but the author's name and year of publication are required.
- Electronic resources must be cited as well. Material found on the Internet is subject to copyright laws. See The Writer's Handbook for examples of citations of electronic resources.

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

For additional information and policies concerning satisfactory performance in fieldwork see page 117.

Students who do not remain in good academic standing may be placed on probation and/or be subject to academic dismissal.

Grade Point Average

After each grading period the Registrar's Office reviews students' records to determine each student's academic standing. Any student whose cumulative grade point average falls below 3.0 will be placed on probation and will be required to meet with the program director to develop a written plan to restore good academic standing. The plan must be signed by the student and the program director and filed in the Registrar's Office. Minimally, the plan must meet the following criteria:

- In the next term the student enrolls (following placement on probation) he or she must complete all courses in progress (i.e., receive no grades of Incomplete) and achieve at least a B (3.0) average for that term. Due to the timing of the grading periods, students may already be registered for the next term when they are notified that they are being placed on probation. Consequently, their plans to restore good academic standing may require that students make adjustments to their course loads, including dropping or withdrawing from courses for which they have already enrolled. The College's standard policy on refunds will apply.
- At the completion of the probationary term, the chairperson of the student's department will review the outcomes of the plan with the program director. If the student has successfully addressed the points in the plan, he or she may be permitted to continue to enroll with a subsequent written and signed plan in place each term until the cumulative grade point average of 3.0 is achieved. 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, the student is subject to academic dismissal.
- Students who are dismissed based on Supervised Fieldwork/Advisement performance have the right to appeal to the Dean who will convene an Individual Review Committee (see page 117).

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 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:

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

Year:	1 *	2	3	4	5
Credits:	4	13	25	35	36–46

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

Year:	1 *	2	3	4	5
Credits:	4	13	25	46	47–58

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

A student's complete academic record will be reviewed annually (generally in July) to see if he/she is meeting each of the above standards of progress. All courses successfully completed count toward progress, and all terms are counted regardless of whether financial aid was received.

If students are not making sufficient progress, they may be asked to provide documentation about extenuating circumstances and/or may be placed on probation. See the Student Handbook for additional specific information and guidelines for the appeal process.

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 his or her dismissal due to a grade of NP in SFW/A, a written letter of appeal should be made to the Dean of the Graduate School within 60 days of the date of the letter of dismissal. The Dean will convene an Individual Review Committee (IRC) which will review the circumstances and report its findings to the Dean. The Dean makes the final decision concerning student dismissal or reinstatement.

The College also reserves the right to end a student's fieldwork experience during a term if, in the advisor's assessment, the student's performance is deemed inadequate and/or inappropriate in the setting. In some instances, after two semesters of fieldwork, it is the assessment of the advisor that additional fieldwork is required. Credit for completion of the fieldwork year may be withheld until the additional term of fieldwork is successfully completed.

Professional Standards and Code of Conduct

In addition to the three academic standards (GPA, Satisfactory Academic Progress, and Satisfactory Work in SFW/A) all

students must comply with the College's Code of Conduct and meet Professional Standards appropriate to the educational community. Failure to comply can be grounds for dismissal. Appeals should be directed to the Dean of the Graduate School within 60 days of the date of the dismissal letter. See the Student Handbook for additional information regarding Code of Conduct and Professional Standards.

Grading Policy

Grades are defined as follows (NV denotes Neutral Value):

		Value in Calculation of Grade Point Average
A	Excellent (<i>no A+ may be awarded</i>)	4.0
A–	Very Good	3.8
B+	Good	3.5
B	Acceptable achievement; minimum grade for good academic standing	3.0
B–	Below minimum for good academic standing	2.8
C+	Fair	2.5
C	Poor	2.0
C–	Very poor	1.8
NP	No Pass	0.0
ENR	Currently Enrolled (<i>appears prior to NV grade entry for the term</i>)	NV
P	Pass: Awarded (<i>only</i>) for Supervised Fieldwork/Student Teaching/Advisement; selected seminars and practical; museum leadership courses; and selected one-credit courses	NV
IN	Incomplete (<i>An IN can become an NC [No Credit]; see below</i>)	NV
IA	IMP Attempted: IMP work attempted, but NV has not been sufficiently completed.	NV
IP	In Progress: Recorded at the end of the first semester of selected full-year courses and for year-long SFW/A. The IP grade is changed after completion of the full year's work to a Pass or No Pass	NV
NC	No Credit: If Incomplete work is not submitted by the required due date, the Incomplete grade is converted to a No Credit grade	NV
TR	Transfer Credit: Credit earned at another institution and applied to Bank Street College degree	NV
WD	Withdrawal: This grade must be requested by the student and the request must be submitted by a specific deadline which is no later than the midpoint of each term (<i>see Academic Calendar for pertinent dates</i>)	NV
WDA	Administrative Withdrawal: This grade may be awarded in special circumstances at the discretion of the Administration of the Graduate School.	NV
WV	Waived: Indicates that student does not have to take the designated course to meet degree requirements	NV
AT	Attended: Awarded (<i>only</i>) for Continuing Professional Studies courses taken not-for-credit and for the NYS internship	NV

NT Not Attended: awarded (only) for Continuing Professional Studies courses taken not-for-credit; for the NYS internship; and for IMP work not attempted

Z No grade submitted by the instructor.
(This is a temporary indicator only. It is replaced by an actual grade when grades are submitted.)

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

Students are expected to complete the work for a course by the end of the term in which it is taken. If, however, a student finds that he or she is unable to finish assignments within the term, he or she may request a grade of Incomplete (IN) and additional time to complete the course work. Incompletes are granted at the discretion of the instructor and are only considered if the student has done satisfactory work up to that point. If granted, the student and instructor must agree on a final due date for submission of the outstanding work and complete an Incomplete Grade Request form. To receive credit for the course, the student must complete all requirements by the date set. Extensions are limited to June 1st of the following year for a fall semester course, or January 1st for a spring or summer course. If the work is not completed by the due date, the grade is changed to NC (No Credit). In exceptional circumstances, a student may petition the Committee on Academic Standing for additional time to make up incomplete work. The Committee, in consultation with the specific course instructor, will decide whether any additional time, not to exceed the subsequent semester, will be granted.

Students should bear in mind that excessive incompletes may interfere with satisfactory progress toward their degree and jeopardize their academic standing (see Satisfactory Academic Progress toward the Degree, above).

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 \$7 fee for each transcript requested. If students request more than one copy at a time, the charge is \$7 for the first copy and \$2 for each additional copy. The cost is the same for official and student copies. Transcript requests may take slightly longer to fulfill during registration periods. For full instructions on how to order a transcript, visit www.bankstreet.edu or call 212-875-4406.

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 133.

Institutional Test Score Annual Report for the Academic Year 2009–2010

Institutional pass rates are a key measure of the performance of teacher preparation programs in Title II (of the Higher Education Act). Institutions must report pass rates on teacher assessments for all graduates of their teacher certification programs. Program completers include all students who are documented as having met the requirements of the program.

Bank Street College of Education reported that the total number of eligible program completers was 197 students for the 2009–2010 year (7/09–6/10). Out of the 197 students, 165 registered for and took the Liberal Arts and Sciences Test (LAST) and 163 students were reported as having passed, for a 99% pass rate. 166 students registered for and took the Assessment of Teaching Skills–Written (ATS–W). 165 students passed, for a 99% pass rate.

Academic Grievance Procedures

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

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

- The student discusses the problem with the program director or chair of the department (if discussed with the program director, the program director informs the chair).
- The program director or chair discusses the issue with the involved faculty member (and the student's advisor, if appropriate). The director or chair prepares documentation and notifies the student in writing of his or her recommendation.
- If the student deems the problem still unresolved, the student may write a report and submit it to the chair of the Committee on Academic Standing.
- The Committee on Academic Standing reviews the report and the issue with the student (and an outside person if desired) and, either together or separately, with the faculty member.

- The Committee on Academic Standing makes a decision and shares it with the student, the faculty member, the program director, the department chair, and the Dean. The decision of the Committee on Academic Standing is final.

Other Grievances

Information about procedures for other grievances, including bias crimes and sexual offenses, can be found in the Student Handbook.

Student Handbook

A Handbook for all students is available from the Graduate School Office, the Registrar's Office, or faculty advisors.

Designed to complement the catalogue, it contains additional details about the academic programs, student services, and student life, and information regarding due process, the Code of Conduct, and grievance procedures. It is the responsibility of every student to obtain a copy of the Student Handbook and to be knowledgeable about its contents.

Campus Drug and Alcohol Policy

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

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

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

Campus Security

Lesly Pierre, *Director of Security*
212-875-4633

The College publishes 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 catalogue (page 134). The Advisory Committee on Campus Safety will provide upon request all campus crime statistics

as reported to the United States Department of Education. General information about campus crime statistics may be found on the United States Department of Education's Web site: <http://ope.ed.gov/security/>.

New York State Certification

Many of Bank Street's degree-granting programs are registered with the New York State Department of Education as programs that enable graduates to qualify for New York State initial and/or professional certification in teaching or in school building leadership. When a student graduates from a Bank Street certification program and applies for New York certification, the College recommends that student for State certification and, in effect, vouches for the student's having met the State's academic requirements.

International students or permanent residents (holders of Green Cards) should check the New York State Department of Education's Web site for detailed, updated information regarding citizenship requirements for certification: www.nysed.gov.

Students certified in Canada or in states listed under the Interstate Agreement of Qualification of Educational Personnel may qualify for Enhanced Reciprocity. Students accepted into New York State Certification programs should begin the process of working toward certification early in their master's degree program. This process includes the following requirements:

1. Testing:

- successful completion of the New York State Certification Exams (www.nystce.nesinc.com)

2. Training (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

3. Fingerprint Clearance

- Visit www.bankstreet.edu

Bank Street College offers the New York State Internship Certification Credential. This is an opportunity for graduate students who are seeking teaching positions to obtain New York State certification prior to graduation if they meet the eligibility requirements set for them by the State. See page 13 for additional information.

Visit www.bankstreet.edu for details on the requirements and procedures for New York State certification.

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. Services include listings of current job openings, a reference book library, a collection of sample résumés, and school directories. Résumé and interview skills workshops are offered individually and 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 an effort to assist students and graduates in finding jobs, the Career Services Office produces a Job Bulletin, listing current employment opportunities, that is made available through the Bank Street Web site. Beginning in the spring semester of supervised fieldwork/advisement, students are given a password that gives them access to current and past bulletins online. Post-SFWA students and alumni are also eligible for this service. If interested, please email the Career Services Office.

All eligible students are encouraged to register with the Career Services Office and to maintain an updated reference file to be sent to prospective employers when applying for a position. In addition, the Career Services Office hosts the following annual events: a Job Search Support Day, providing information on the job search process; and a Job Fair, with representatives from the New York City public, charter, and local independent schools.

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

College Services

Office for Students with Disabilities

Olga Romero, *Coordinator*

212-875-4468; olgar@banstreet.edu

Bank Street College encourages students with visible or hidden disabilities to self-identify and provide us with further information as soon as possible after admission to the Col-

lege so that they may receive the accommodations to which they are entitled.

Nonmatriculated students who need accommodations should identify themselves as soon as they contemplate taking a course.

Bank Street College does not discriminate against qualified individuals with disabilities in the recruitment and admission of graduate students, as a matter of policy and as specified by applicable laws and regulations.

Library 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, journals, online databases, Graduate School theses and portfolios, video and audio recordings, and more. Copies of required textbooks, arranged by call number, as well as files of reserved readings are available at the Circulation Desk for use in the Library. The Bank Street College Archives contain the institutional records of 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 catalogue and databases. Librarians also offer orientations for students, which include a Library tour and introduction to searching the databases. Librarians can obtain materials from other libraries through interlibrary loan. In addition to the orientation sessions for new students (a schedule of these can be found on the Library's Web site: www.bankstreet.edu), small groups may schedule additional sessions at their convenience.

The Library houses 24 PC and Macintosh computer workstations, which are available for word processing, email, and Internet access. Ethernet and wireless connections are also available.

In the Children's Collection, picture books, easy-to-read books, juvenile fiction, nonfiction, biographies, and young adult fiction are available, as are a selection of books on tape and videos. The Children's Librarian provides instruction to School for Children classes and is available to assist children and adults with research or book selection. Current subject-themed bibliographies and instructional brochures may be found online. The circulation policy and schedule of fines for overdue materials are available at the Circulation Desk. Library hours and special events are posted throughout the building. All of this information is also available on the Library's Web site: www.bankstreet.edu.

Council of Students (COS)

Lora Stephens, *COS Advisor*

212-875-4424; lstephens@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 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 Web page lists upcoming events and happenings: www.bankstreet.edu. Additional information can be found on that page about getting involved and contacting 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 the Council of Students (COS), the Executive Administrator and Accreditation Coordinator, 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. He or she 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

Beth Puffer, *Manager*

212-875-4550; bpuffer@bankstreet.edu

The Bank Street Bookstore, located at the corner of Broadway and 112th Street, offers two floors of books, games, DVDs, CDs, and toys for children, families, and educators. Professional books are on the second floor. All books required in courses may be ordered online at <http://bankstreet.textbookx.com>. The Bookstore is open Monday through Wednesday from 11:00 am to 7:00 pm; Thursday 11:00 am to 8:00 pm; Friday and Saturday from 10:00 am to 6:00 pm; and Sunday from 11 am to 6:00 pm (call for summer and holiday hours). The Bookstore's address is 2879

Broadway, New York, NY 10025; the telephone numbers are: 212-678-1654 and 800-724-1486 (toll-free). Visit the Bookstore's Web site: www.bankstreetbooks.com.

Housing

Bank Street College does not maintain dormitory facilities. Notice of available apartments to rent or share is distributed by the Office of Graduate Admissions. Information may also be posted on several College bulletin boards. Other resources for obtaining housing are local realtors, Web pages, newspapers, and various "Y" organizations. For further information and a detailed list of these resources, call the Office of Graduate Admissions at 212-875-4404.

Application for housing may be made to International House, a graduate student residence facility within walking distance of the College at 500 Riverside Drive, New York, New York, 10027-3916. Contracts run from September through mid-May and may be renewed for the summer. For more information and/or an application, call 212-316-8400, or visit <http://www.ihouse-nyc.org>. Students enrolling for summer courses may also pursue housing options at International House.

Computing and Information Services (CIS-Computer Center)

Arlen Rauschkolb, *Director*

212-875-4642; arauschkolb@bankstreet.edu

The CIS Department provides computing, audiovisual, telecommunications (telephone and voice mail), and networking support for the College's academic and administrative communities. The main CIS office is located in Room 703 of the main building. Two general-purpose computer labs, a computer cluster in the library, mobile labs, wireless network access, and computerized "Smart Classrooms" are available to students and faculty. Principal applications for these systems include search engines for the BSC library catalog, periodical subscriptions, remote information sources, and the Internet, as well as email, Listserv, database, spreadsheet, graphics, video/audio editing, and word-processing software.

Help Desk

The Help Desk is located on the 7th floor in the CIS Suite. Help Desk staff are available for consultation and assistance for technical support for College hardware, software, AV, and telephone equipment. Email and wireless access requests can be made through the Help Desk. For more information about the Help Desk and technology services at Bank Street, go to the College Web site (www.bankstreet.edu), call 212-875-4642, or send email to: Helpdesk@bankstreet.edu.

Instructional Technology Support

A variety of documentation, FAQ's and informational videos are available for students on the Bank Street Web site, Portal, and Epsilon sites (see the Web sites section below). CIS

also offers small-group workshops for students by appointment. Please contact the Help Desk to schedule individual instructional technology support.

A/V and Multimedia Services

A variety of A/V and multimedia resources used in support of the academic and administrative programs are provided, including video and digital video recording, editing, and projection; digital photography; and audio recording and amplification. Faculty and students may arrange informal, one-on-one instruction for audiovisual equipment used in individual research projects.

Computer Access

CIS maintains two computer labs and a computer cluster in the library.

The labs are typically open from:

9:00 am to 10:00 pm, Monday through Thursday
9:00 am to 4:00 pm, Friday
9:00 am to 5:00 pm, Saturday

The library computer cluster is open from:

9:00 am to 9:45 pm, Monday through Thursday
9:00 am to 5:00 pm, Friday
11:00 am to 6:00 pm, Saturday

Computer Labs

The computer labs located on the 7th floor and C-Level of the main building provide students access to Mac computers and a wide variety of software applications on both the Mac and Windows operating systems. The labs are frequently scheduled for classes, so check the calendar for drop-in hours. The 7th floor Lab is reserved for drop-in student use Monday through Friday, 3:00–5:00 pm. “Appropriate use” guidelines must be followed when using any Bank Street computing resources.

Library Computer Cluster

The library cluster provides students access to both Mac and PC computers and hosts a wide variety of software applications. The library cluster hours are listed above.

Networking

The College’s high-speed fiber-optic-based network, used for local- and wide-area data communications, provides campus computers with email, Listserv, file sharing, printing, Intranet, and Internet services.

Wireless Network Access

Wireless network access is available throughout the College, and allows users to connect to the College-wide network, check their email, and browse the Internet from a laptop computer without physically plugging into the network. The process for annual laptop registration for use of wireless access is simple, takes less than ten minutes, and requires users to have up-to-date OS and virus protection

installed. Interested users should contact the Help Desk at 212–875–4642 to schedule an appointment to bring their laptop to Room 703 for registration.

Anti-virus Software

The use of anti-virus software is available to all enrolled students. Instructions for downloading and installing the software can be found on the Student Tab of the Bank Street Portal.

Web sites

The Bank Street College Web site (www.bankstreet.edu) provides program descriptions, links to the Bookstore and special programs, and a calendar of events, announcements, etc. The CIS Help Desk pages provide useful information about and documentation for the technology services available at the College. The College’s Web Portal (my.bankstreet.edu) provides students, faculty, and staff with a customizable interface for obtaining information about the College, including online registration and billing. Starting Fall 2011, the faculty and students will have access to Epsilen, a new space for digital course content and collaboration tools. Epsilen provides blogs, forums, live chat and file storage for face-to-face and online courses.

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 7:30 am to 7:00 p.m., Monday through Thursday, and from 7:30 am to 3:00 pm on Friday. Catering services are also available.

Business Office Services

Versha Indira Mookhram, *Student Accounts Administrator*
212–875–4620; imookhram@bankstreet.edu
Jie Ying Long, *Junior Accountant*
212–875–4471; jlong@bankstreet.edu
Mattie Campbell, *Secretary*
212–875–4624; mattie@bankstreet.edu

The Business Office is located on the 7th floor in Room 712. It is the responsibility of the College’s Business Office to collect tuition and fees and to maintain students’ financial accounts. In addition, Business Office staff work with the Office of Financial Aid and the Registrar’s Office in the administration of student loans and scholarships.

Health Insurance

Information about student health insurance is available in the Office of Graduate Admissions. We offer supplemental emergency health insurance coverage only. Outside options for uninsured students interested in more extensive coverage include Healthy New York, a federal program designed for uninsured working individuals. Visit the Healthy New York Web site at www.ins.state.ny.us for specific information regarding eligibility and fees.

Centers, Institutional Collaborations, and Special Initiatives

The Graduate School funds several projects. Many faculty work as staff developers, consultants, evaluators, and researchers on these and other projects.

Adelaide Weismann Center for Innovative Leadership in Education

Rima Shore, *Director*
212–875–4478; rshore@bankstreet.edu

The Graduate School houses an endowment-funded Center for Innovative Leadership in Education. Named for an alumna of the Graduate School, the Center’s primary goals are to support the enrichment of Bank Street’s current activities in educational leadership, develop new programs to meet pressing educational needs, and develop a body of documentation and research that will support the renewal of Bank Street’s programs as well as the field of educational leadership.

Bank Street College/Lincoln Center Institute Collaborative

Harriet Lenk, *Director*
212–875–4580; hlenk@bankstreet.edu

The Bank Street College/Lincoln Center Institute Collaborative is designed to enhance the learning of all children through an exploration of ways to use the arts in the preparation of new teachers. The Partnership connects the Lincoln Center Institute with the graduate faculty of Bank Street College through a series of experiential workshops and performances of music, dance, opera, and the visual arts. The goal is to help future teachers understand how experiential investigations of the arts can engage children in learning about the arts and support their development of a wide range of critical, analytic, and expressive skills.

This collaboration is based on the belief that the infusion of the arts into teacher education programs yields professionals capable of important shifts in perception and creativity. In effect, drawing on the arts affords greater variety in curricula and learning. This connection has enabled us to pair “teaching-artists-in-residence” with various faculty members and groups of Bank Street students. Integration of the arts into the teacher’s repertoire supports learning across the disciplines. Together we explore selected performances of theatre, dance, and music and consider how to use the insights gained and sustain the enthusiasm and depth of understanding for both students and teachers.

Infancy Institute Infants, Toddlers, Families: Supporting Their Growth

Nancy McKeever, *Director*
212–875–4582; mckeever@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 Science Institute

Jenny Ingber, *Director*
212–875–4510; kerlin@bankstreet.edu

The goal of the Kerlin Science Institute is to strengthen the teaching of natural and environmental sciences by helping teachers think of science not merely as an established body of knowledge but also as an active process of inquiry. Institute participants take intensive, inquiry-based science courses over the course of four terms (two summer terms, and one fall and one spring semester). They learn about advanced scientific topics through their own investigations in courses designed to strengthen the knowledge of science teachers, while demonstrating the inquiry-based learning they can use in their classrooms.

The Institute, part of the Sally Kerlin Endowment for the Teaching of Natural and Environmental Sciences (established in 2002) involves the School for Children and the Graduate School. School for Children faculty and Graduate School students, along with science teachers from area schools, are welcome to participate. Named for the late Sally Kerlin, a Bank Street alumna and life trustee of the College, the gift celebrates the Kerlin family’s long relationship with Bank Street College. Mrs. Kerlin’s daughter, granddaughter, and niece are also graduates.

Language Series

Luisa Costa, *Coordinator*
212–875–4689; lcosta@bankstreet.edu

The goals of this three-day series are to promote an in-depth discussion about language learning principles and methodology with a focus on classroom applications; to support the professional growth of all classroom educators—Dual Language, Bilingual, ESL, Special Education, and Monolingual teachers in PreK to high school settings; and to foster the exchange of ideas and to provide opportunities for networking among teachers 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.

Tiorati Workshop for Environmental Learning

Jenny Ingber, Director
212-875-4510; jingber@bankstreet.edu

The Tiorati Workshop for Environmental Learning is a collaborative venture between Bank Street and the Palisades Interstate Park Commission. At the laboratory and classroom facility in Bear Mountain/Harriman State Park, New York, elementary school teachers, graduate students, and children investigate the natural world of wooded slopes, lakes, streams, meadows, and marshes around the Tiorati Workshop. The Tiorati Program for Schools offers the opportunity for teachers to bring their students to Tiorati and, with Tiorati staff assistance, design children's work in nature studies, including studies of local parks and living organisms in the classroom. We integrate across the curriculum, paying particular attention to the Common Core State Standards and the science curriculum.

Urban Education Semester Program

Margaret Martinez-De Luca, Director
212-875-4699; mdeluca@bankstreet.edu

The Urban Education Semester program is designed for undergraduates from colleges and universities who are inter-

ested in public education and policy. Students from colleges such as Brown, Franklin & Marshall, Holy Cross, Wesleyan, and Vassar have traditionally participated in the program. The program is now open to students, from any college, who are interested in understanding teaching, learning, and the complexities of equitable education in urban public school environments

The Urban Education Semester program offers an intense opportunity for undergraduates, usually juniors, to combine experiential fieldwork in a variety of public school settings (in Manhattan, the Bronx, Brooklyn, and Queens), group visits to alternative educational sites, and related course work that may include: Foundations of Modern Education, Child Development, and Principles and Problems in Elementary and Early Childhood Education. The required course, Learning Practice and Theory: Making the Connection, along with Supervised Fieldwork/Advisement and individual conferences, help students integrate theory and practice in ways that relate to their academic programs and career aspirations. Students design a curriculum project that meets an identified need in the classroom or internship which fosters a holistic understanding of responsive teaching and learning. Students in the program earn 15 graduate credits, which are applied to their undergraduate transcripts.

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Appendix

Notification of Rights Under FERPA for Postsecondary Institutions

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

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

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

- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted as its agent (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the college.

- 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

Appendix

Campus Safety

The safety and well-being of our students, faculty, staff, and visitors are of the highest priority. The Bank Street campus generally has been a safe and secure environment. Achieving this status and improving and/or maintaining it has required and will continue to require the cooperation of all members of the College community. All members of the College community are expected to wear ID cards (provided by the College) inside the building; visitors will obtain guest badges upon entering the building.

In accordance with Chapter 597 of the New York State Laws of 2003, we include the following campus crime reporting and statistics:

Criminal Offense Report Summary*

	2008	2009	2010
Murder	0	0	0
Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary**	7	4	2
Motor Vehicle Theft	0	0	0

Violations Report*

	2008	2009	2010
Liquor Law	0	0	0
Drug Abuse violations	0	0	0
Weapons possession	0	0	0

* Detailed reports are on file in the Physical Plant Department at 603 West 111 Street, Apt.1E, buzzer #30.

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

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