



Bank Street

Graduate School of Education

The [Early Childhood Leadership Advanced Certificate program](#) is an intensive 11 month program designed to support the development of early childhood directors and strengthen the leadership skills of present leaders/directors/administrators who need state certification. This program will enable you to earn two credentials: your School Building Leader (SBL) certification from the New York State Department of Education and/or Children’s Program Administrator Credential (CPAC)* from the New York State Association for Early Childhood Education. This is a certificate program and requires 24 credits. Contact us today for more information: gradadmissions@bankstreet.edu or 212-875-4404.

For those interested in earning School Building Leader (SBL) certification, in addition to the main [admissions criteria](#), there are additional requirements needed to apply for this program:

- Applicants must have 3 years of head teaching/pupil personnel experience.
- Applicants must already hold a master’s degree in education.
- You will need to submit scores from the GRE (institution code 2035) or MAT (institution code 3197) before new student registration.

For those pursuing Children’s Program Administrator Credential (CPAC) only:

- Applicants must have an earned bachelor’s degree and 18 credits in child development or related courses.

Courses	Credits
Fall Term	
<p>LEAD 510 Leadership in Curriculum, Instruction and Assessment 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.</p> <p><i>This course meets the following NYAEYC CPAC Competencies:</i> Topic 5: Designing Programs that Are Good for Children and Families</p> <ul style="list-style-type: none"> ▪ Competency Area A: Programming for the Whole Child ▪ Competency Area B: Programming for the Whole Family ▪ Competency Area C: Programming for Children with Special Needs 	3

<p>LEAD 621 Fiscal Management, Grant Development and Marketing 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.</p> <p><i>This course meets the following NYAEYC CPAC Competencies:</i> Topic 1: Administering Children’s Programs</p> <ul style="list-style-type: none"> ▪ Competency Area A: Organizational Management: Principles and Practices <p>Topic 3: Operations Management in Children’s Programs</p> <ul style="list-style-type: none"> ▪ Competency Area A: Management Systems for Quality Programs <p>Topic 5: Designing Programs that Are Good for Children and Families</p> <ul style="list-style-type: none"> ▪ Competency Area B: Programming for the Whole Family 	3
<p>LEAD 930 Supervised Fieldwork/Advisement Students explore a variety of theories and methods of analysis as applied to organizations and their members. Each student prepares an in-depth analysis of his or her work setting focusing on organizational structure and behavior. For Early Childhood Leadership students only. (This two-part supervised fieldwork experience meets the internship hourly requirements for both SBL and CPAC certification.)</p> <p><i>This course meets the following NYAEYC CPAC Competencies:</i> Topic 6: Seminar in Children’s Program Administration</p> <ul style="list-style-type: none"> ▪ Competency Area A: Integration ▪ Competency Area B: Assessment as an Administrator ▪ Competency Area C: Management Resources 	3
Spring Term	
<p>LEAD 615 Processes of Supervision and Professional Development 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.</p> <p><i>This course meets the following NYAEYC CPAC Competencies:</i> Topic 1: Administering Children’s Programs</p> <ul style="list-style-type: none"> ▪ Competency Area B: Personnel Management 	3

<ul style="list-style-type: none"> ▪ Competency Area C: Human Relations 	
<p>LEAD 660 Research for Educational Change 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.</p>	3
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Summer 1 Term	
<p>LEAD 537 Organizational Development: Management and Regulations 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.</p> <p><i>This course meets the following NYAEYC CPAC Competencies:</i> Topic 1: Administering Children’s Programs</p> <ul style="list-style-type: none"> ▪ Competency Area A: Organizational Management: Principles and Practices <p>Topic 3: Operations Management in Children’s Programs</p> <ul style="list-style-type: none"> ▪ Competency Area A: Management Systems for Quality Programs <p>Topic 5: Designing Programs that Are Good for Children and Families</p> <ul style="list-style-type: none"> ▪ Competency Area B: Programming for the Whole Family 	3

<p>LEAD 530 Education Policy, Advocacy, and Law Current administrative thought is examined in the context of its historical, economic, philosophical, and sociocultural political bases. Selected theories of administration and recent administrative practices are analyzed with respect to creating learning environments that are responsive to the multicultural constituencies of schools.</p> <p><i>This course meets the following NYAEYC CPAC Competencies:</i> Topic 3: Operations Management in Children’s Programs</p> <ul style="list-style-type: none"> ▪ Competency Area C: Health and Safety <p>Topic 4: External Environment and Children’s Programs</p> <ul style="list-style-type: none"> ▪ Competency Area A: Legal and Regulatory Requirement ▪ Competency Area C: Ethical and Professional Standards 	3
Summer 2 Term	
<p>ELPF500, Early Childhood Leadership Portfolio Students write reflective essays on artifacts (documents, student papers, videos, objects, etc.) from their professional and academic experiences, organize and present those artifacts thematically, and frame them with 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.</p>	0
TOTAL CREDITS	
24	