

Academic Calendar 2015 – 2016

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

Fall 2015

Tuesday, September 1	In-Person Registration for Fall term
Wednesday, September 2 / 4:30–7:00 pm	All Student Welcome/Orientation—The Barbara Biber Convocation
Thursday, September 3	Faculty/Student Meetings and Orientations
Monday, September 7	LABOR DAY—COLLEGE CLOSED
Tuesday, September 8	FALL TERM CLASSES BEGIN
September 8–29	Period of Late Registration and Add/Drop for Fall term*
Sunday, September 13	ROSH HASHANAH BEGINS AT SUNDOWN—NO CLASSES
Monday, September 14	ROSH HASHANAH—NO CLASSES
Tuesday, September 15	ROSH HASHANAH ENDS AT SUNDOWN—NO CLASSES
Thursday, September 17 / 5:15–7:00 pm	Open House for prospective graduate students
Tuesday, September 22	YOM KIPPUR BEGINS AT SUNDOWN—NO CLASSES
Wednesday, September 23	YOM KIPPUR ENDS AT SUNDOWN—NO CLASSES
Wednesday, September 30	First financial aid distribution date for Fall term
Friday, October 2	Follow Tuesday class schedule
Monday, October 12	COLUMBUS DAY—COLLEGE CLOSED
Monday, October 19 / 5:15–7:00 pm	Open House for prospective graduate students
Wednesday, October 28	Last day for students to file for a grade of withdrawal (WD) for the Fall term
Thursday, October 29	Second financial aid distribution date for Fall term
Friday, October 30	Follow Monday class schedule
Monday, November 16, 5:15–7:00 pm	Open House for prospective graduate students
November 25–27	THANKSGIVING RECESS—NO CLASSES
November 30–December 15	WEB REGISTRATION PERIOD for Spring 2016 courses
Tuesday, December 15	Last day of Tuesday classes
Thursday, December 17	Last day of Thursday classes
Monday, December 21	Last day of Monday classes
Tuesday, December 22	Follow Wednesday class schedule; FALL TERM CLASSES END

Spring 2016

Tuesday, January 5, 5:15–7:00 pm	Open House for prospective graduate students
Wednesday, January 6, 4:30–6:00 pm	In-Person Registration for Spring term: Matriculated & newly matriculated students who missed Web Registration / Nonmatriculated students
Monday, January 18	MARTIN LUTHER KING, JR. DAY—COLLEGE CLOSED
Tuesday, January 19	SPRING TERM CLASSES BEGIN
January 19–February 1	Period of Late Registration and Add/Drop for Spring term*
Thursday, January 21 / 5:15–7:00 pm	Open House for prospective graduate students
Friday, January 22, 2:00–7:00 pm	Job Search Support Day
Monday, February 1	Priority deadline for Admissions
Monday, February 1	Last day to register for an Integrative Master's Project for Spring 2016; Last day to submit Graduation Application to graduate in May, June, July, or August 2016
Tuesday, February 2	First financial aid distribution date for Spring term

Monday, February 15	PRESIDENTS' DAY—COLLEGE CLOSED
Thursday, February 25, 5:00–7:00 pm	Independent Schools Job Fair
Wednesday, March 2	Last day for students to file for a grade of withdrawal (WD) for the Spring term
Friday, March 4	Follow Monday class schedule
Tuesday, March 8	Second financial aid distribution date for Spring term
Wednesday, March 9 / 5:00–7:00 pm	Public and Charter Schools Job Fair
Tuesday, March 15	Priority deadline for FAFSA and scholarship opportunities
Monday, March 28–Friday, April 1	SPRING BREAK—NO CLASSES
April 5–April 20	WEB REGISTRATION PERIOD for Summer 1 and Summer 2 2016 courses
Tuesday, April 12 / 5:30–7:00 pm	Career Changer Forum
Friday, April 15	Last day to file the FAFSA form for consideration for financial aid for the 16/17 financial year
Monday, April 19 / 5:15–7:00 pm	Open House for prospective graduate students
Tuesday, April 26	Last day of Tuesday classes
Wednesday, April 27	Last day of Wednesday classes
Thursday, April 28	Last day of Thursday classes
Monday, May 2	Last day of Monday classes; SPRING TERM CLASSES END

Summer 2016

Monday, May 9, 4:30–6:00 pm	In-Person Registration for Summer 1 and Summer 2 terms for: Matriculated & newly matriculated students who missed Web Registration / Nonmatriculated students
Thursday, May 12	Graduation
Wednesday, May 18	SUMMER 1 TERM CLASSES BEGIN
May 18–24	Period of Late Registration and Add/Drop for Summer 1 and Summer 2 terms*
Monday, May 23	MEMORIAL DAY—COLLEGE CLOSED
Thursday, May 26	First financial aid distribution date for Summer 1 term
June 3–21	WEB REGISTRATION PERIOD for Fall 2016 courses
Monday, June 6	Last day for students to file for a grade of withdrawal (WD) for the Summer 1 term
Monday, June 13	Second financial aid distribution date for Summer 1 term
Tuesday, June 21	Last day of Tuesday/Thursday classes
Wednesday, June 22	Last day of Monday/Wednesday classes; WEDNESDAY CLASSES HELD; SUMMER 1 TERM CLASSES END
Monday, June 27	SUMMER 2 TERM CLASSES BEGIN
June 27–June 30	Period of Late Registration and Add/Drop for Summer 2 term only*
Monday, July 4	INDEPENDENCE DAY—COLLEGE CLOSED
Tuesday, July 5	First financial aid distribution date for Summer 2 term
Tuesday, July 12	Second financial aid distribution date for Summer 2 term
Wednesday, July 13	Last day for students to file for a grade of withdrawal (WD) for the Summer 2 term
Tuesday, July 26	Last day of Tuesday classes
Wednesday, July 27	Last day of Wednesday classes
Thursday, July 28	Last day of Tuesday/Thursday and Thursday classes
Monday, August 1	Last day of Monday, Monday/Tuesday, Monday/Wednesday, and Monday–Thursday 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 by the last day of the Add/Drop period. See page 116 for full refund policy and late registration procedures. Students may register for classes up until but not after the second class session.

Bank Street College Graduate School of Education

Bank Street College is a small, vibrant institution organized into two main programmatic divisions: the Graduate School of Education and Children’s Programs. 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 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.



Cecelia Traugh, Dean of the Graduate School

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.

Bank Street Connections

Children’s Programs includes the School for Children—a highly respected, innovative independent school for children aged three to fourteen—and the Family Center for infants and toddlers. Many graduate students work alongside the School’s and the Center’s excellent faculty as student teachers and assistant teachers. Several of the School for Children faculty teach courses in the Graduate School. This interaction between divisions allows students to participate in the educational process that they learn about in their courses.

The Division of Innovation, Policy and Research (IPR) is focused on the development of new programs and exploring new directions and possibilities for Bank Street. A critical part of this work is the innovative direct service programs to children and young families at its Head Start Center in the East Village and Liberty LEADs Program at West 112th Street. The other key programs and initiatives are as follows: a Center for Cultural Responsiveness; a research and demonstration grant in partnership with MDRC and the Robin Hood Foundation using kindergarten math clubs; in cooperation with the Commonwealth of Massachusetts, a new method for the authentic assessment of principals through the Massachusetts Performance Assessment for Leaders work. The Division of IPR also oversees the Adelaide Weismann Center for Innovative Leadership, the Occasional Paper Series - that produces research, practice and policy-based papers on critical themes in education, and the Library, including the Center for Children’s Literature.

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

Tova, Teaching Literacy and Childhood General Education

The Graduate School 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, research, advocacy, and technical assistance to other agencies and national groups launching pilot projects. The 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.

Graduate Study at Bank Street

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

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

Our master's degree programs closely coordinate academic work with field-based practice, preparing students for various roles as educators and leaders in schools. In addition, Bank Street prepares educators for centers of learning that include museums, child life centers in hospitals, and other community organizations. We offer many special opportunities for our graduate students, including teach abroad/study abroad options, transformative progressive pedagogy in online learning, and a range of experiential workshops that provide students with settings to engage with experts, practitioners, and other educators (page 130).

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 2014–2015, over 700 graduate students were enrolled; 28% of the students were African American, Hispanic, Asian, or Native American. The faculty

of the Graduate School are scholars and practitioners, researchers, and teachers. Their work with Bank Street graduate students is their first concern.

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

Degree programs lead to the Master of Science (M.S.), Master of Science in Education (M.S.Ed.), or the advanced Master of Education (Ed.M.).

All programs are registered with the New York State Department of Education, and most lead to New York State certification. Please refer to the section on New York State certification (page 127) and to the detailed program descriptions for additional certification information and prerequisites. At times minor revisions in programs may be pending New York State Department of Education approval. These are denoted in the program descriptions.

Accreditations and Affiliations

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

The Graduate School is also accredited by the Middle States Commission of Higher Education and holds memberships in the Commission of Independent Colleges and Universities of the State of New York, the Council of Higher Educational Institutions in New York City, the American Association of Colleges for Teacher Education, and the American Council on Education. The College is chartered by the Board of Regents of the State of New York.