

Academic Calendar 2014 – 2015

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 2014

Monday, September 1	LABOR DAY—COLLEGE CLOSED
Tuesday, September 2 / 4:00–6:00 pm	In-Person Registration for Fall term: 4:00–4:30 pm Matriculated students who missed June registration 4:30–5:30 pm Newly matriculating students starting at Bank Street 5:30–6:00 pm Nonmatriculated students
Wednesday, September 3, 4:30–7:00 pm	All Student Welcome/Orientation—The Barbara Biber Lecture
September 3–4, TBA	Faculty/Student Meetings and Orientations
Monday, September 8	FALL TERM CLASSES BEGIN
September 8–19	Period of Late Registration and Add/Drop for Fall term*
Tuesday, September 16, 5:15–7:30 pm	Open House for prospective graduate students
Monday, September 22	First financial aid distribution date for Fall term
Wednesday, September 24	ROSH HASHANAH BEGINS AT SUNDOWN - NO CLASSES
Thursday, September 25	ROSH HASHANAH - NO CLASSES
Friday, September 26	ROSH HASHANAH ENDS AT SUNDOWN
Friday, October 3	YOM KIPPUR BEGINS AT SUNDOWN
Monday, October 13	COLUMBUS DAY—COLLEGE CLOSED
Monday, October 20, 5:15–7:30 pm	Open House for prospective graduate students
Friday, October 24	Follow Wednesday class schedule
Monday, October 27	Last day for students to file for a grade of withdrawal (WD) for the Fall term
Tuesday, October 28	Second financial aid distribution date for Fall term
Thursday, November 20, 5:15–7:30 pm	Open House for prospective graduate students
November 26–28	THANKSGIVING RECESS—NO CLASSES
December 1–December 16	WEB REGISTRATION PERIOD for Spring 2015 courses
Tuesday, December 9	Last day of Tuesday classes
Monday, December 15	Last day of Monday classes
Tuesday, December 16	Follow Thursday class schedule
Wednesday, December 17	Last day of Wednesday classes
Thursday, December 18	Last day of Thursday classes; FALL TERM CLASSES END

Spring 2015

Tuesday, January 6, 5:15–7:30 pm	Open House for prospective graduate students
Wednesday, January 7, 4:00–6:00 pm	In-Person Registration for Spring term: 4:00–4:30 pm Matriculated students who missed Web registration 4:30–5:30 pm Newly matriculating students starting at Bank Street 5:30–6:00 pm Nonmatriculated students
Monday, January 19	MARTIN LUTHER KING, JR. DAY—COLLEGE CLOSED
Tuesday, January 20	SPRING TERM CLASSES BEGIN
January 20–February 2	Period of Late Registration and Add/Drop for Spring term*
Friday, January 23, 2:00–7:00 pm	Job Search Support Day
Tuesday, January 27, 5:30–7:30 pm	Career Changers Forum
Monday, February 2	Last day to register for an Integrative Master's Project for Spring 2015; Last day to submit Graduation Application to graduate in May, June, July, or August 2015
Tuesday, February 3	First financial aid distribution date for Spring term

Monday, February 9, 5:15–7:30 pm	Open House for prospective graduate students
Friday, February 13	Priority deadline for Admissions
Monday, February 16	PRESIDENTS' DAY COLLEGE CLOSED
Tuesday, February 17	Follow Monday class schedule
Wednesday, February 25, 5:00–7:00 pm	Independent Schools Job Fair
Wednesday, March 4	Last day for students to file for a grade of withdrawal (WD) for the Spring term
Thursday, March 5, 5:00–7:00 pm	Public and Charter Schools Job Fair
Tuesday, March 10	Second financial aid distribution date for Spring term
Monday, April 6–Friday, April 10	SPRING BREAK—NO CLASSES
April 14–April 29	WEB REGISTRATION PERIOD for Summer 1 and Summer 2 2014 courses
Wednesday, April 15	Last day to file the FAFSA form for consideration for financial aid for the 15/16 financial year
Wednesday, April 29	Last day of Wednesday classes
Thursday, April 30	Last day of Thursday classes
Monday, May 4	Last day of Monday classes
Tuesday, May 5	Last day of Tuesday classes; SPRING TERM CLASSES END

Summer 2015

Monday, May 11, 4:00–6:00 pm	In-Person Registration for Summer 1 and Summer 2 terms: 4:00–4:30 pm Matriculated students who missed Web registration 4:30–5:30 pm Newly matriculating students starting at Bank Street 5:30–6:00 pm Nonmatriculated students
Thursday, May 14	Graduation
Wednesday, May 20	SUMMER 1 TERM CLASSES BEGIN
May 20–27	Period of Late Registration and Add/Drop for Summer 1 and Summer 2 terms*
Monday, May 25	MEMORIAL DAY—COLLEGE CLOSED
Thursday, May 28	First financial aid distribution date for Summer 1 term
June 5–23	WEB REGISTRATION PERIOD for Fall 2015 courses
Monday, June 8	Last day for students to file for a grade of withdrawal (WD) for the Summer 1 term
Monday, June 15	Second financial aid distribution date for Summer 1 term
Tuesday, June 23	Last day of Tuesday/Thursday classes
Wednesday, June 24	Last day of Monday/Wednesday classes; WEDNESDAY CLASSES HELD; SUMMER 1 TERM CLASSES END
Friday, June 26	SUMMER 2 TERM CLASSES BEGIN
June 26–July 6	Period of Late Registration and Add/Drop for Summer 2 term only*
Friday, July 3	INDEPENDENCE DAY—COLLEGE CLOSED
Tuesday, July 7	First financial aid distribution date for Summer 2 term
Monday, July 13	Second financial aid distribution date for Summer 2 term
Wednesday, July 15	Last day for students to file for a grade of withdrawal (WD) for the Summer 2 term
Monday, July 27	Last day of Monday classes
Tuesday, July 28	Last day of Monday/Tuesday and Tuesday classes
Wednesday, July 29	Last day of Monday/Wednesday and Wednesday classes
Thursday, July 30	Last day of Tuesday/Thursday, Thursday, and Monday–Thursday classes
Friday, July 31	Last day Monday–Friday, Tuesday/Friday, 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 110 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.



Virginia Roach, Dean of the Graduate School

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.

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 Office of Innovation, Policy and Research (IPR) supports Bank Street's mission by offering innovative *direct service* programs to children and young families at its Head Start Center in the East Village, and the Family Center and Liberty LEADs at West 112th Street. Bank Street continues its long-standing leadership in Head Start with *grants and contracts* to the National Center for Cultural and Linguistic Responsiveness as well as hosting the Annual Research Conference. Bank Street provides *national training and development* materials for all VISTA volunteers. Research and demonstration grants in partnership with MDRC and the Robin Hood Foundation are underway in math education ("Making Pre-K Count") and a new program using kindergarten math clubs. In cooperation with the Commonwealth of Massachusetts, we are exploring a new method for the authentic assessment of principals. IPR also oversees the Library, including the Center for Children's Literature, the Weisman Center, and the Occasional Papers series.

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

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

Tova, Teaching Literacy and Childhood General Education

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 124).

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 2013–2014, nearly 1,000 graduate students were enrolled; 27% 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 119) 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 Reading Association (IRA), and National Association for the Education of Young Children (NAEYC).

The Graduate School is also accredited by the Regents Accreditation of Teacher Education (RATE) of New York and the Middle States Commission of Higher Education 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.