

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).

“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