

Academic Calendar 2006 – 2007

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 2006

Wednesday, June 28	3:30 – 6:30 PM	Registration for Fall semester; matriculated students by appointment
Thursday, August 17		Last day to submit payment for Fall 2006
Wednesday, August 30	5:00 – 7:30 PM	Career Changers Forum
Monday, September 4		LABOR DAY – COLLEGE CLOSED
Tuesday, September 5	TBA	Faculty/Student Meetings and Orientations
Tuesday, September 5	3:00 – 5:15 PM	Registration for Fall semester; matriculated students by appointment
Wednesday, September 6	TBA	Faculty/Student Meetings and Orientations
Wednesday, September 6	3:00 – 7:00 PM	All Student Welcome/Orientation – The Barbara Biber Lecture
Thursday, September 7	4:00 – 6:00 PM	Open Registration for Fall semester
Thursday, September 7	TBA	Faculty/Student Meetings and Orientations
Monday, September 11		Fall semester begins
September 11 - 21		Period of Late Registration and Add/Drop*
Tuesday, September 19	5:15 – 7:30 PM	Open House for prospective graduate students
Friday, September 22		ROSH HASHANAH – NO CLASSES
Saturday, September 23		ROSH HASHANAH – NO CLASSES
Monday, October 2		YOM KIPPUR – NO CLASSES
Tuesday, October 3		Follow Monday class schedule
Monday, October 9		COLUMBUS DAY – COLLEGE CLOSED
Thursday, October 12	5:15 – 7:30 PM	Open House for prospective graduate students
Wednesday, November 1		Last day for students to file for a grade of Withdrawal (WD) for Fall
Thursday, November 16	5:15 – 7:30 PM	Open House for prospective graduate students
Wednesday, November 22		THANKSGIVING recess begins – NO CLASSES
Monday, November 27		Classes resume
December	TBA	WEB REGISTRATION PERIOD for Spring semester
Monday, December 18		Last day of Monday classes
Tuesday, December 19		Last day of Tuesday classes
Wednesday, December 20		Last day of Wednesday classes
Thursday, December 21		Last day of Thursday classes – Fall semester ends
Friday, December 22		WINTER BREAK begins – COLLEGE CLOSED

Spring 2007

Monday, January 8	4:00 – 6:15 PM	Registration for Spring semester; matriculated students by appointment
Tuesday, January 9	5:15 – 7:30 PM	Open House for prospective graduate students
Thursday, January 11	4:00 – 6:00 PM	Open Registration for Spring semester
Monday, January 15		MARTIN LUTHER KING JR. DAY – COLLEGE CLOSED
Tuesday, January 16		Spring semester begins
January 16 – 29		Period of Late Registration and Add/Drop*
Friday, January 26	2:00 – 7:00 PM	Job Search Support Day

Thursday, February 8	5:15 – 7:30 PM	Open House for prospective graduate students
Monday, February 19		PRESIDENTS' DAY – COLLEGE CLOSED
Tuesday, February 20		Follow Monday class schedule
Thursday, March 1		Priority deadline for Admissions
Wednesday, March 7		Last day for students to file for a grade of withdrawal (WD) for Spring
March	TBA	Job Fair – More information to come
April	TBA	WEB REGISTRATION PERIOD for Summer 1 and Summer 2 terms
Monday, April 2 – Friday, April 6		SPRING BREAK – COLLEGE CLOSED
Monday, April 9		Classes Resume
Sunday, April 15		Last day to file the FAFSA form for consideration for financial aid for the 07/08 financial year
Tuesday, April 24	5:15 – 7:30 PM	Open House for prospective graduate students
Wednesday, April 25		Last day of Wednesday classes
Thursday, April 26		Last day of Thursday classes
Monday, April 30		Last day of Monday classes
Tuesday, May 1		Last day of Tuesday classes; Spring semester ends

Summer 2007

Wednesday, May 9	4:00 – 6:00 PM	Registration for Summer 1 and Summer 2 terms; matriculated students by appointment
Thursday, May 10	4:00 – 6:00 PM	Open Registration for Summer 1 and Summer 2 terms
Thursday, May 24		Graduation
Monday, May 28		MEMORIAL DAY – COLLEGE CLOSED
Wednesday, May 30		Summer 1 term begins
May 30 – June 7		Period of Late Registration and Add/Drop*
Friday, June 8	3:30 – 5:00 PM	Open Registration for Summer 2 term
Wednesday, June 13		Last day for students to file for a grade of withdrawal (WD) for Summer 1
June	TBA	WEB REGISTRATION PERIOD for Fall semester
Monday, June 25		Last day of Monday/Wednesday Classes
Tuesday, June 26		Last day of Tuesday/Thursday Classes – Summer 1 term ends
Wednesday, June 27	3:30 – 6:30 PM	Registration for Fall semester; matriculated students by appointment
Monday, July 2		Summer 2 term begins
July 2 – 11		Period of Late Registration and Add/Drop*
Wednesday, July 4		INDEPENDENCE DAY – COLLEGE CLOSED
Friday, July 13		Last day for students to file for a grade of withdrawal (WD) for Summer 2
Thursday, July 26		Last day of Tuesday/Thursday and Monday – Thursday classes
Friday, July 27		Last day of Friday classes
Monday, July 30		Follow Wednesday class schedule
Monday, July 30		Last day of Monday/Wednesday classes; Summer 2 term ends

*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. Students may register for classes up until but not after the second class session, except for courses that meet eight times during the Summer 1 and Summer 2 terms (for which students must register before the first class meeting). See the individual semester bulletins for specific Add/Drop dates and refund schedules.

** Supervised Fieldwork/Advisement calendars vary by program. Students should contact their advisors for specific arrangements.

Bank Street College

Bank Street College is a small, vibrant institution, organized into three main programmatic divisions: the Graduate School of Education, Children's Programs, and the Division of Continuing Education. All three of the programmatic divisions share 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 and other educational settings with populations ranging from infants to middle school students. In addition to preparing teachers for the classroom and leaders for schools, Bank Street prepares educators for other centers of learning, including museums and child life centers in hospitals.

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 administration; and some are making a career change into the teaching profession. Individuals with bachelor's degrees are also welcome to come and take courses as nonmatriculated students. In 2005-2006, more than 1,000 graduate students enrolled; over 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 thirteen—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, assistant teachers, and interns. Several of the School for Children faculty teach courses in the Graduate School. This interaction among divisions allows students to participate in the educational process they learn about in their courses.

The Division of Continuing Education provides outreach and professional development to schools, districts, and other agencies. The Division links 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 division offers the College's continuing education courses through New Perspectives. These graduate level short format weekend courses are available either with or without credit for teachers, administrators, and others who work with children and youth.

Bank Street College has an 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 National Council for the Accreditation of Teacher Education (NCATE) 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.

The Graduate School

For more than ninety years, Bank Street College of Education has been a leader in progressive, child-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 they have applied to and been accepted into a degree- or certification-granting program, or as nonmatriculated students, taking courses in the Graduate School of Education but not enrolled in a degree program. 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 121), and to the detailed program descriptions for additional certification information and prerequisites.

Bank Street College has redesigned its certification programs in educational leadership to meet the New York State regulations effective September 1, 2006. Students accepted into the programs listed in this catalogue will be prepared for the revised New York State certifications. Some minor revisions in a few programs are pending New York State Department of Education approval.

“Bank Street is a school that is true to its mission. Not only do you learn about becoming or being a teacher, you experience the actual process. Everything you study includes practical, hands-on application, which allows you to develop your own philosophy of education.”

Bernisse, Early Childhood Special and General Education