

Academic Calendar 2004 – 2005

Fall 2004

Tuesday, August 24	5:00 – 7:30 PM	Career Changers Forum
Wednesday, September 1	TBA	Faculty/Student Meetings and Orientations
Wednesday, September 1	3:00 – 5:15 PM	Registration for Fall; Matriculated Students by Appointment
Thursday, September 2	TBA	Faculty/Student Meetings and Orientations
Thursday, September 2	4:00 – 6:00 PM	Open Registration for Fall
Friday, September 3	TBA	Faculty/Student Meetings and Orientations
Monday, September 6		LABOR DAY – COLLEGE CLOSED
Tuesday, September 7	3:00 – 8:30 PM	All Student Welcome/Orientation—The Barbara Biber Lecture
Wednesday, September 8		FALL TERM CLASSES BEGIN
September 8 - 23		Period of Late Registration and Add/Drop*
Wednesday, September 15		ROSH HASHANAH – NO CLASSES
Thursday, September 16		ROSH HASHANAH – NO CLASSES
Tuesday, September 21	5:15 – 7:30 PM	Open House for prospective graduate students
Monday, October 11		COLUMBUS DAY – COLLEGE CLOSED
Tuesday, October 19	5:15 – 7:30 PM	Open House for prospective graduate students
Monday, November 1		Last day for students to file for a grade of Withdrawal (WD) for the fall term
Tuesday, November 2		ELECTION DAY – COLLEGE CLOSED
Thursday, November 11	5:15 – 7:30 PM	Open House for prospective graduate students
Wednesday, November 24		THANKSGIVING RECESS BEGINS – NO CLASSES
Monday, November 29		Classes resume
Monday, December 20		Last day of Monday classes
Tuesday, December 21		Last day of Tuesday classes
Wednesday, December 22		Last day of Wednesday classes
Thursday, December 23		Last day of Thursday classes – FALL SEMESTER ENDS
Friday, December 24		WINTER BREAK BEGINS – COLLEGE CLOSED

Spring 2005

Tuesday, January 4	4:00 – 6:15 PM	Registration for Spring; Matriculated Students by Appointment
Wednesday, January 5	4:00 – 6:15 PM	Registration for Spring; Matriculated Students by Appointment
Thursday, January 6	4:00 – 5:30 PM	Registration for Spring; Matriculated Students by Appointment
Tuesday, January 11	5:15 – 7:30 PM	Open House for prospective graduate students
Thursday, January 13	4:00 – 6:00 PM	Open Registration for Spring Semester
Monday, January 17		MARTIN LUTHER KING, JR. DAY – COLLEGE CLOSED
Tuesday, January 18		Spring Term Classes Begin
January 18 – January 31		Period of Late Registration and Add/Drop*
Friday, January 28	2:00 – 7:00 PM	Job Search Support Day
Thursday, February 10	5:15 – 7:30 PM	Open House for Prospective Graduate Students
Monday, February 21		PRESIDENT'S DAY – COLLEGE CLOSED
Tuesday, February 22		Follow Monday Evening Class Schedule; Tuesday daytime courses will meet as scheduled
Tuesday, March 1		Priority deadline for Admissions
Tuesday, March 8		Last day for students to file for a grade of withdrawal (WD) for the spring term
Thursday, March 17	5:00 – 7:30 PM	Job Fair
Thursday, March 28 – April 1		NO CLASSES – SPRING BREAK
Friday, April 1		Priority deadline for submitting all supporting Admissions materials

Monday, April 4		Classes Resume
Friday, April 15		Last day to file the FAFSA form for consideration for financial aid for the 05/06 financial year
Monday, April 25		PASSOVER – NO CLASSES
Tuesday, April 26	5:15 – 7:30 PM	Open House for prospective students
Wednesday, April 27		Follow Monday Class schedule
Thursday, April 28		Last day of Thursday classes
Monday, May 2		Last day of Monday classes
Tuesday, May 3		Last day of Tuesday classes
Wednesday, May 4		Last day of Wednesday classes; Spring semester ends

Summer 2005

Thursday, May 5	4:00 – 6:00 PM	Registration for Summer I and Summer II Courses; Matriculated Students by Appointment
Monday, May 9	4:00 – 6:00 PM	Registration for Summer I and Summer II Courses; Matriculated Students by Appointment
Tuesday, May 10	4:00 – 6:00 PM	Registration for Summer I and Summer II Courses; Matriculated Students by Appointment
Thursday, May 12	4:00 – 6:00 PM	Open Registration for Summer I and Summer II Courses
Thursday, May 26		Graduation
Monday, May 30		MEMORIAL DAY – COLLEGE CLOSED
Wednesday, June 1		Summer I Term Classes Begin
June 1 – June 9		Period of Late Registration and Add/Drop*
Tuesday, June 14		Last day for students to file for a grade of withdrawal (WD) for the Summer I term
Friday, June 10	3:30 – 5:00 PM	Open Registration for Summer II Term
Monday, June 27		Last day of Monday/Wednesday Classes
Tuesday, June 28		Last day of Tuesday/Thursday Classes – Summer I Term Ends
Wednesday, June 29	TBA	Registration for fall; Matriculated Students by Appointment
Thursday, June 30	TBA	Registration for fall; Matriculated Students by Appointment
Friday, July 1		Summer II Term Classes Begin – follow a Monday class schedule
July 1 – July 12		Period of Late Registration and Add/Drop*
Monday, July 4		INDEPENDENCE DAY HOLIDAY – COLLEGE CLOSED
Thursday, July 14		Last day for students to file for a grade of withdrawal (WD) for the Summer II Term
Wednesday, July 27		Last day of Monday/Wednesday Classes
Thursday, July 28		Last day of Tuesday/Thursday and Monday – Thursday classes
Friday, July 29		Summer II Term ends Last day of Friday classes

* 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 page 111 for late registration procedures. Students may register for classes up until but not after the second class session, except in the Summer I and Summer II terms when students may not register for 8-session courses after they have begun.

** 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 as described in our mission statement:

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 the 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, Bank Street prepares educators for other centers of learning, such as 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 are also welcome to come and take courses as non-matriculated students who have not been accepted into programs. In 2003/2004, 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.

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 eighty 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

Our educational philosophy is referred to as either "the Bank Street approach" or the "developmental-interaction approach." The Bank Street approach focuses on child-centered education and improving the quality of classroom instruction. This approach extends to all of our work — whether it takes place in the classroom or the community, with adults or children, teachers or administrators. Our approach depends on sound developmental principles and learning through experience. 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 certificate granting program, or as non-matriculated 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 Programs of Study chart on page 14, to the section on New York State certification (page 119), and to the detailed program descriptions for additional certification information and prerequisites.

Bank Street College has redesigned its certification programs in educational leadership as of September 1, 2004 to meet New York State regulations that will take effect 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 other programs are pending New York State Department of Education approval.



Amy

“The Infancy programs deal with the first three years of life and provide a broad enough range of learning to open many opportunities for professional growth. When I graduated, I had my pick of jobs in the field, and now I’m using my training to open my own program.”

Amanda

“Bank Street supports students in an innovative, hands-on approach to teaching. Bank Street provides a framework for developmentally appropriate practice for new teachers while supporting current teachers in strengthening current teaching practices.”

Tricia

“Bank Street is an incredible support in a student’s life. [Bank Street] helps students grow professionally and personally in an intelligent and reflective way. I adore Bank Street!”

Charlene

“Bank Street is a place where students are treated the way in which they are taught to treat children — it is individualized, student-centered, supportive and nurturing. However, Bank Street is also challenging... it challenges you to define yourself as an educator and to do so personally and with conviction... to be able to defend your view and use it to inspire not only children, but colleagues.”