



Academic Programs



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All graduate programs include three components: course work; supervised fieldwork and advisement; and a culminating integrative activity. There are four academic terms: Fall, Spring, Summer I, and Summer II.

Course Work

Courses provide students with the opportunity to engage in readings, discussions, and experiences that address enduring and current aspects of education. The course work in all programs emphasizes human development and its variations; the historical, philosophical, and social foundations of education; curriculum and inquiry. Through a variety of intellectual and experiential means, students acquire understanding of the role of education in promoting understanding of human diversity. Course instructors challenge students through assignments and problem-solving tasks, and by providing models of active learning.

Graduate courses are generally held during weekday evenings (Monday through Thursday), from 4:45 p.m. to 6:45 p.m., and from 7:00 p.m. to 9:00 p.m. Summer I courses are generally held between the hours of 5:00 p.m. and 9:00 p.m. In Summer II, courses are offered during the day as well as in the evening. Courses designed for the Museum Education, Museum Leadership, and the summer master's programs follow a different timetable.

Supervised Fieldwork / Advisement

One component of a Bank Street education, and unique to this College, is Supervised Fieldwork/Advisement (SFW/A), a multifaceted process which enables students to integrate the study of theory with practice. This may include work as an educational leader, museum intern, or Child Life specialist.

In most programs, the student is required to work closely with an advisor for one academic year, while simultaneously working three to five days a week in a setting appropriate to his or her program of study. (In some cases, only one semester of fieldwork is required; see individual program descriptions for particular guidelines.)

During the year of Supervised Fieldwork/Advisement, the advisor visits the student in fieldwork settings for half-days at least once a month. If the student is a student teacher, assistant teacher, or teaching intern, advisors also work closely with the cooperating classroom teacher. In addition, the advisor and student meet twice monthly for in-depth consultative meetings.

In addition to individual meetings, the advisor and his or her students (usually a group of six or seven) meet together weekly. This "conference group" provides a setting for stu-



dents to collaborate with fellow learners as they explore the challenging issues that face them as educators in their field placements. Throughout this crucial year of supervision, an advisor supports and encourages each student to develop his or her professional capacity. Through individual and group meetings, students learn more about their practice while being supported by others, and they gain perspective and reflective insight into their own teaching. They learn to apply material from course work to their practice, and to reflect on this process. Students are expected to participate as responsible professionals in all facets of Supervised Fieldwork/Advisement. This is normally a year-long process; however, those students who are not student teachers will be required to complete additional fieldwork.

The following programs have a different structure for Supervised Fieldwork/Advisement: Leadership in Mathematics Education, Early Childhood Leadership, Leadership in the Arts, Leadership in Museum Education, some Special Education programs, and the Principals Institute. See individual program listings for description of Supervised Fieldwork/Advisement.

Supervised Fieldwork / Advisement Options for Students in General, Special, and/or Dual Language/Bilingual Programs

Graduate students in general education, special and general education, or dual language/bilingual education programs may choose to do Supervised Fieldwork/Advisement as student teachers, assistant teachers, or head teachers. Students in the Early Childhood or Childhood General Education programs may also be eligible for a limited number of internships. In addition to the Supervised Fieldwork/Advisement semester(s), many programs leading to state certification require additional supervised experiences during the summer term or during the school year. See individual program descriptions for details.

The next paragraphs explain the differences among the fieldwork options.

Student Teachers

Student teachers are typically placed in three different public and independent school sites over the course of the Supervised Fieldwork/Advisement year. Students, advisors, and the program director discuss placements, and decisions are made based on the availability of placements with consideration for the student's professional needs and interests. Typically, the student teaching schedule requires three full days per week (unpaid); however, in some cases, other scheduling arrangements equivalent to three full days are desirable.

Assistant Teachers

Assistant teachers are employed by a school five days a week and are responsible for obtaining their own positions, which must be approved by the Bank Street program director as a supervised fieldwork setting appropriate to their program. The Supervised Fieldwork/Advisement process entails collaboration among the graduate faculty advisor, assistant teacher, and head teacher. During the fieldwork/advisement year or over the following summer, assistants expand their supervised experiences to include diverse student populations and school environments.

Working Teachers

Individuals who are head teachers in public or independent schools may be supervised in their own classrooms, pending the Graduate School's approval of the school site or center. Since the teacher's own classroom is the training site during the supervised fieldwork year and the faculty advisor will be making regular visits, the school principal/director must approve of the teacher's participation in the program. The principal/director also needs to be aware that the teacher's instructional approaches and curriculum in the class may change as the result of the advisement process. The faculty advisor and the program director communicate with the school administration as appropriate.

If necessary, head teachers may expand their supervised experiences to include diverse populations and school environments during the following summer.

Interns

(internships available only to students in Early Childhood General Education or Childhood General Education)
Each year, 17 to 20 placements are available for interns who will work with children in classrooms four full days a week. The internships carry a stipend. Interns must have had some previous work with children in structured settings, such as community-based centers or the Peace Corps, or as student teachers in undergraduate education programs. Interns are hired as faculty members in independent schools associated with Bank Street College, including the Bank Street School for Children, Manhattan Country School, City and Country School, the Trevor Day School, and Columbia Greenhouse Nursery School. Interns have a total of two placements over the course of the year, most often in the same school, at two different age levels. A few interns have the opportunity to spend one semester interning in a New York City public school. For further information, contact Stan Chu at 212-875-4499.

Integrative Master's Project

Bank Street degree programs require students to complete an Integrative Master's Project. Most programs allow students to choose a Directed Essay, an Independent Study, or a Portfolio.

The Guide to these integrative activities is designed to help students understand these three options and to aid students in completing the activity they select. Guides are available from the Graduate Suite (6th floor) and from the Registrar's Office. Students are encouraged to discuss their choices with their advisors early in their studies at Bank Street.

For students in selected Educational Leadership programs, the Professional Seminar is the culminating activity.

“ A Bank Street education provides you with all of the tools you will need to become a thoughtful and dynamic educator. The child-centered philosophy that is practiced at Bank Street will help you develop innovative curricula that is meaningful for all students. A close-knit conference group will further your growth in a supportive environment. ”

Anne, Childhood General Education