

1998-1999 Calendar

FALL SEMESTER 1998

Sept. 1	Tues.	4:00-6:00 pm	Faculty/Student Meetings and Orientations
Sept. 2	Wed.	12:00-7:30 pm 3:00-5:15 pm	Faculty/Student Meetings and Orientations Registration for Fall; Matriculated Students by Appointment
Sept. 3	Thurs.	3:00-6:00 pm 3:00-8:00	Open Registration for Fall Faculty/Student Meetings and Orientations
Sept. 7	Mon.		LABOR DAY—COLLEGE CLOSED
Sept. 8	Tues.		FALL CLASSES BEGIN
Sept. 8-23			Period of Late Registration and Add/Drop*
Sept. 11	Fri.	9:00-5:00 pm	Faculty Retreat
Sept. 15	Tues.	5:30-7:30 pm	Open House for prospective graduate students
Sept. 21-22	Mon-Tues		Rosh Hashanah. No classes
Sept. 29-30	Tues-Wed		Yom Kippur. No classes
Oct. 12	Mon		COLUMBUS DAY—COLLEGE CLOSED
Oct. 15	Thur.	5:30-7:30 pm	Open House for prospective graduate students
Oct. 16	Fri.		FOLLOW MONDAY CLASS SCHEDULE
Nov. 3	Tues.		Last day for students to file for a grade of Withdrawal (WD) for the fall term
Nov. 12	Thurs.	5:30- 7:30 pm	Open House for prospective graduate students
Nov. 25	Wed.		THANKSGIVING RECESS BEGINS— NO CLASSES
Nov. 30	Mon.		CLASSES RESUME
Dec. 17	Thurs.		Last day of Thursday classes
Dec. 21	Mon.		Last day of Monday classes
Dec. 22	Tues.		Last day of Tuesday classes
Dec. 23	Wed.		Last day of Wednesday classes— FALL CLASSES END**

*During this period, a \$25 Late Registration Fee or a \$15 Add/Drop Fee will be charged. Students may register for classes up until but not after the second class session, except in the June and July terms when students may not register for 8-session courses after they have begun. See the section on registration for additional information.

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

SPRING SEMESTER 1999

Jan. 11	Mon.	2:00-7:00 pm	Job Search Support Day
Jan. 12	Tues.	4:00-6:15 pm	Registration for Spring; Matriculated Students by Appointment
Jan. 13	Wed.	4:00-6:15 pm	Registration for Spring; Matriculated Students by Appointment
Jan. 14	Thurs.	4:00-5:30 pm	Registration for Spring; Matriculated Students by Appointment
Jan. 18	Mon.		MARTIN LUTHER KING DAY—COLLEGE CLOSED
Jan. 19	Tues.	5:30-7:30 pm	Open House for prospective graduate students
Jan. 21	Thurs.	3:00-6:00 pm	Open Registration for Spring
Jan. 25	Mon.		SPRING TERM CLASSES BEGIN
Jan. 25-Feb. 5			Period of Late Registration and Add/Drop*
Feb. 11	Thurs.	5:30-7:30 pm	Open House for prospective graduate students
Feb. 15	Mon.		PRESIDENT'S DAY—COLLEGE CLOSED
Mar. 1	Mon.		Last day for new and returning students to apply for SFW/A placements for Fall 1999 term Last day to file FAFSA form for consideration for financial aid for the 99/00 financial year
Mar. 15	Mon.		Last day for students to file for a grade of Withdrawal (WD) for the Spring term
Mar. 30	Tues.		No Tuesday classes; follow Thursday class schedule
Apr. 1	Thurs.		Last day to submit all supporting Admissions materials
Mar. 31-Apr. 9			SPRING RECESS
Apr. 12	Mon.		CLASSES RESUME
May 4	Tues.	5:30-7:30 pm	Open House for prospective graduate students
May 6	Thurs.		Last day of Thursday classes
May 10	Mon.		Last day of Monday classes
May 11	Tues.		Last day of Tuesday classes
May 12	Wed.		Last day of Wednesday classes. SPRING CLASSES END**
May 13	Thurs.	TBA	Registration for June and July; Matriculated Students by Appointment
May 17	Mon.	TBA	Registration for June and July; Matriculated Students by Appointment
May 18	Tues.	TBA	Registration for June and July; Matriculated Students by Appointment
May 20	Thurs.	TBA	Open Registration for June and July
May 27	Thurs.	4:30 pm	GRADUATION

JUNE '99 AND JULY '99 SESSIONS

June 1	Tues.		JUNE CLASSES BEGIN
June 1-8			Period of Late Registration and Add/Drop*
June 14	Mon.		Last day for students to file for a grade of Withdrawal (WD) for the June term
June 24	Thurs.		Last day of Tuesday/Thursday classes
June 28	Mon.		Last day of Monday/Wednesday classes. JUNE TERM ENDS
June 29	Tues.	TBA	Registration for Fall; Matriculated Students by Appointment
June 30	Wed.	TBA	Registration for Fall; Matriculated Students by Appointment
July 5	Mon.		INDEPENDENCE DAY OBSERVED—COLLEGE CLOSED
July 6	Tues.		JULY CLASSES BEGIN
July 6-13			Period of Late Registration and Add/Drop*
July 19	Mon.		Last day for students to file for a grade of Withdrawal (WD) for the July term
July 29	Thurs.		Last day of Tuesday/Thursday classes
July 30	Fri.		Follow Monday class schedule Last day of Monday/Wednesday and Monday-Thursday classes. JULY TERM ENDS

Bank Street College

What potentialities in human beings—children, teachers, and ourselves—do we want to see develop?

- ▶ *A zest for living that comes from taking in the world with all five senses alert.*
- ▶ *Lively intellectual curiosities that turn the world into an exciting laboratory and keep one ever a learner.*
- ▶ *Flexibility when confronted with change and ability to relinquish patterns that no longer fit the present.*
- ▶ *The courage to work, unafraid and efficiently, in a world of new needs, new problems, and new ideas.*
- ▶ *Gentleness combined with justice in passing judgments on other human beings.*
- ▶ *Sensitivity, not only to the external formal rights of the “other fellow,” but to him as another human being seeking a good life through his own standards.*
- ▶ *A striving to live democratically, in and out of schools, as the best way to advance our concept of democracy.*

Our credo demands ethical standards as well as scientific attitudes. Our work is based on the faith that human beings can improve the society they have created.

—Lucy Sprague Mitchell

Bank Street College of Education, established as the Bureau of Educational Experiments in 1916, began preparing teachers in 1930. The credo that Lucy Sprague Mitchell, Bank Street's founder, wrote for the Bureau of Educational Experiments continues to hold significant meaning for the students, faculty, and staff at Bank Street today.

Although our social environment is considerably different from Mrs. Mitchell's time, and our knowledge about teaching and learning has changed, these principles endure. We believe that the education professions require intelligent, flexible, and creative individuals who have strong ethical standards. And, as in the early years, our graduate programs are designed to integrate theory and practice through close coordination of academic study and field-based work.

ORGANIZATION

Bank Street College is a small but vibrant institution, organized into three main programmatic divisions: The Graduate School of Education, Children's Programs, and the Division of Continuing Education. It also includes a small Publications Group as well as divisions of External Affairs and Finance and Administration, which provide college-wide support services.

Bank Street's mission is to respond to the social and educational concerns of children and youth. This mission is advanced through a variety of activities conducted by the Graduate School and the other divisions of the College, which engage in an array of projects involving staff development for teachers and leaders in schools, development of specialized curricula, and research into current issues and trends.

The faculty of the Graduate School are scholars and practitioners, researchers and teachers, and they are dedicated to constantly expanding their knowledge of teaching and learning. Their work with Bank Street graduate students is their first concern: faculty and students work closely together as they strive to provide the best educational experiences possible for the children they encounter.

The Graduate School prepares its students for various roles in schools and other educational settings with populations ranging from infants to adults. The graduate programs are designed to meet the needs of qualified college graduates with—and without—prior experience as educators. 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. There are also opportunities for study on a non-matriculated basis. In 1997/98, more than 900 graduate students enrolled; nearly one third of the students were African American, Hispanic, Asian, or Native American.

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 between 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 implements its goal of linking 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. During the 1997-1998 academic year, its programs served more than 4,000 participants. Many of the Division's current grant-funded projects focus on early childhood education in alternative settings, such as a shelter for homeless families in Queens, community-based organizations in Brooklyn and the Bronx, and J47 School for the Deaf in Manhattan.

New Perspectives, the College's continuing professional education program of weekend courses, offers short courses either with or without credit for teachers, administrators, and others who work with children and youth. More than 1,500 students annually enroll in New Perspectives courses, training seminars, and workshops.

The Publications and Media Group creates materials for children, teachers, and parents that reflect the Bank Street approach to helping children learn about themselves and their world. Working with many publishers in a variety of media, they extend the reach of Bank Street's values and philosophy into the wider world. All of the projects—books and curricula, TV, video, or CD-ROM—are highly interactive, respect the developmental needs of children, celebrate diversity, and encourage creativity and self-expression.

External Affairs furthers the mission of the College by initiating a wide range of traditional college fundraising efforts; by communicating the College's programs to members of the media and other audiences via direct contact, external publications, and special events; and by representing the needs of the Bank Street community to federal, state, and local elected officials. The Division provides other divisions of the College with such services as fundraising, media exposure, organizing special events, writing and designing relevant promotional materials, and offering assistance with legislative matters. This Division also encourages and supports the development of new program and project ideas within the College community.

Finance and Administration provides the College community with critical services. Important among them are the Library and Computer Services. In addition, the Division includes the Business Office, Plant and Security, Personnel, and Budget.

ACCREDITATIONS AND AFFILIATIONS

Bank Street College of Education is accredited 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.