



MASTER OF ARTS IN TEACHING PROGRAM

BARD COLLEGE

2010-2011 Graduate Program

THE MASTER OF ARTS IN TEACHING PROGRAM

Bard College

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FROM THE DIRECTOR

Dear Future Teacher,

The Master of Arts in Teaching Program at Bard College recognizes what many studies have demonstrated: that the classroom teacher plays the most influential role in student learning within our schools. Important changes in public education will not be effected through state-mandated, high-stakes standardized tests. Success on tests is only one measure of a complex set of skills and knowledge that a graduating high school student should possess. Too often, students leave the public schools with diminished expectations about what education has to offer or a limited view of their own intellectual capacities. Our schools will change only through the critically directed efforts of teachers working within the system.

In the MAT Program, we integrate theory and practice, study and application, through an active collaboration between the MAT faculty, public school teachers, and you, the MAT student. The emphasis, of course, is on what we, together, can do for the millions of students in the public schools. If this is your concern, if you see yourself as a teacher and a leader, then please join us in changing education.

Sincerely,

Ric Campbell

Dean of Teacher Education, Bard College; Director, MAT Program



PROGRAM OVERVIEW

The Master of Arts in Teaching (MAT) Program at Bard College responds to an urgent need for change in public education. This transformation requires teachers who can help secondary school students develop the thoughtful self-determination that builds from a genuine enthusiasm for learning. The core of Bard's MAT Program is an integrated curriculum leading to a master of arts in teaching degree and New York State Initial Teaching Certification (grades 7-12) in one of four areas: biology, English, mathematics, or social studies. Unique in its approach, the program requires an equal amount of advanced study in the elected academic discipline and in education courses that challenge preservice teachers to apply the results of research and pedagogical analysis to the actual work of teaching. The program's instructionally innovative courses provide the basis for critical reflection about educational practice.



Preparing Teachers

Research indicates that teachers tend to teach in the same way they were taught. In response, the MAT Program focuses on teaching as a clinical profession, and on the teacher as a professional. MAT graduates are strongly grounded in their subject areas and skilled in applying their knowledge of learning to the different needs of individual learners; in short, MAT graduates are prepared to teach and to lead.

MAT students take four graduate-level courses in their elected discipline. This curriculum culminates in a final research project that must demonstrate a high level of understanding within the field. MAT students also take four graduate-level courses in education, covering a wide range of issues, ideas, and practices. These courses, which concentrate on adolescent education, are thematically designed to answer essential questions about teaching and learning. Courses are framed by practice-based research. Students are required to make relevant connections between their educational studies and the work of the public schools. Academic advising takes place in various contexts: MAT students meet regularly with MAT faculty members and with mentor teachers from participating public schools, and work closely with their MAT faculty advisers.

As teaching interns, MAT students design and teach lessons and units, assess student understanding, and modify practices to adapt to their students' needs in the context of educational priorities. Throughout each phase of their teaching experience, MAT students engage in the kind of reflective practice that is essential to teaching effectively and growing professionally. Classroom research projects conducted by MAT student apprentices are planned during the summer and fall quarters and carried out in the winter and spring quarters in actual field apprenticeships.

Improving Secondary and Postsecondary Education

In pursuing the goal of making positive changes in the public schools, the faculty of the MAT Program supply leadership in developing and applying a variety of approaches that differ from conventional classroom practices. The MAT Program's teaching internship provides an opportunity to question the tacit assumptions so often made by teachers and students alike, and to construct instead a new educational perspective based upon classroom experience and advanced study in the academic disciplines.

In addition to its MAT Program, Bard College maintains four educational initiatives devoted to changing secondary and postsecondary schools. Three of the initiatives, Bard College at Simon's Rock: The Early College (in Great Barrington, Massachusetts) and Bard High School Early Colleges I and II (in New York City), provide models in which younger students are challenged to perform

college-level work. The fourth entity, the Institute for Writing and Thinking, located on Bard's Annandale-on-Hudson campus, contributes to the improvement of education by holding faculty writing seminars at public and private schools. Students in Bard's MAT Program have access to these nationally recognized educational initiatives and work closely with faculty who are involved in these and other important pedagogical developments.

Continued Revision of Public School Programs

The MAT Program's partnership with public schools includes MAT faculty-originated professional development courses on topics specific to broadening teacher expertise and constructing curricula in such a way as to make for better learning. Teachers from participating schools, MAT students, and MAT faculty meet regularly to pose critical questions regarding education. These meetings engage students and mentors in inquiry and research that lead to productive changes and, in turn, to further questions.

In most public schools, there is little time or support for the kinds of questions and investigations that can help teachers shift their practices to accommodate individual learning needs in the classroom. The MAT Program's partnership with public schools, coupled with the high level of disciplinary expertise and current educational research made available to MAT students, creates an extraordinary opportunity for current and future teachers alike.



COURSE WORK

MAT Program courses are structured to emphasize best practices in teaching and learning and to immerse students in classrooms that challenge them to reexamine the secondary school learning environment. Each course meets for 30 hours; an additional 30 hours of laboratory time is devoted to experiences that build critical competencies in research and teaching. All courses are paired in this way, connecting classroom time with laboratory time in order to model the best teaching practices.

Required Courses

All MAT Program students take four required graduate-level courses in education that prepare them for the challenges of the classroom. To that end, MAT students are expected to develop practical knowledge across a range of educational inquiry. They read from the history of the field to help them recognize how different purposes and intentions in education offer alternative critiques of learning and teaching. As a result, they learn to think about education from a new perspective. MAT students also take four required graduate-level courses in their chosen academic field that build on their undergraduate learning. The fundamental ideas of the discipline and its evolution as a field are emphasized, in order to

deepen understanding of the subject, with a particular concern for improving instruction at the secondary level.

Teaching/Lab Strand

MAT students meet for an additional weekly three-hour class called the “teaching strand” or “laboratory.” The class is taught by two faculty members, one each from the field of education and the academic discipline. Every week students turn their own academic inquiries into questions about teaching and learning. The students’ investigations incorporate the models of learning and developmental concerns they are studying in core education courses and apply these models and concerns to answer specific teaching questions. The laboratory class turns the more theoretical work of the graduate courses into investigations of practice in teaching and learning.

Partnerships with Public Schools and Classroom Experience

In forming partnerships with clusters of public schools in New York’s Hudson Valley, New York City, and California’s Central Valley, the MAT Program at Bard College has been inspired by professional development schools, which are based on the concept of a professional learning community created with a college program, partner public schools, and apprentice teachers.

The apprenticeships that MAT students serve in the program’s partner schools exceed what more conventional programs demand.

MAT students begin their training as participant observers in public schools. They become further engaged as they help with lesson planning and student assessment and, finally, they take responsibility for a full teaching load. Throughout their apprenticeship experience, MAT students investigate research questions and engage in the kinds of reflective practice that are essential to effective teachers. They not only teach classes but also conduct original classroom research projects. Mentor teachers and graduate school advisers conduct regular observations and evaluations of each MAT student's teaching practices.

The faculty of the MAT Program, Bard College, and the Institute for Writing and Thinking are committed to supporting the initiatives of participating public school teachers and their schools. The MAT Program encourages public school teachers to engage in the reflection that is necessary for them to become better educators and, therefore, leaders in the improvement of education and schools.

Academic Research Project

Students in each field of study are required to complete an academic research project that engages them in inquiry and the development of knowledge in their discipline. The project represents an opportunity for students to pursue questions of personal interest while they engage in original work as independent scholars, under the guidance of a faculty adviser. The results of these projects are presented during symposia in the closing week of the program.

Classroom Research Project

MAT students prepare for the classroom research project (CRP) by completing a smaller project during their initial field experience—the inquiry into student thinking project—which engages them in the kind of thinking about adolescent learning that they will be asked to do for the larger CRP. Students write a reflective paper about what they learned; the project and paper are addressed during a September seminar.

Research for the CRP begins with MAT students developing a literature review, through a summary examination of pertinent research articles, which helps to frame theoretical perspectives and support research design. Initial explorations help apprentices design investigations that are implemented and completed in the winter or spring quarter. These projects may take the form of an extended inquiry about student thinking and learning or an investigation into the effect of teaching strategies on student learning. CRP results are shared at a gathering of the larger educational community during the MAT Program's closing week.

Placement Support

MAT students prepare to enter the professional job market upon graduation. Advisers work with students on résumé preparation, cover-letter writing, interview skills, and strategies for locating teaching positions in the Hudson Valley, New York City, and California.



DEGREE REQUIREMENTS

To earn the master of arts in teaching degree from Bard College, a student must complete 59 course credits in a curriculum that includes required courses in education and in one of the four disciplines, student teaching assignments, and required research projects, one in the field of education and the other in the chosen discipline. To obtain teacher certification, a student must complete all required state tests.

Students must maintain a B average (3.0 GPA) to remain in good academic standing. A student whose GPA falls below 3.0 is placed on academic probation and must achieve at least a B average during the next quarter to remain in the program.



DEGREE PROGRAMS

The Master of Arts in Teaching Program at Bard College offers four avenues for completion of the degree: a full-time program that takes place over one year, from June to June; a two-year curriculum that accommodates part-time students on an alternative schedule; a dual M.A.T. / M.S. degree in partnership with the Bard Center for Environmental Policy; and a preferred admission process for qualified Bard College undergraduates. Upon satisfactory completion of the MAT Program, all graduates receive a master of arts in teaching degree and New York State Initial Teaching Certification (grades 7-12); in California, graduates also earn California Initial Teaching Certification (grades 6-12).

Note: The descriptions below are general. See the chart on page 15 for details about program and degree offerings at each location. The schedules described below reflect the academic calendar of the Hudson Valley and the New York City-based programs, and are generally accurate for those locations. The academic calendar at the California campus is unique to that location.

One-Year Degree Program (Full-time)

Course work and fieldwork are organized in a sequence of 10-week quarters. The program begins with a required weeklong orientation session that includes an intensive writing seminar that introduces students to an alternative teaching model, in which writing becomes the basis for collaborative learning.

Over the course of four quarters, students complete required courses and engage in teaching and learning activities in public school classrooms. The balance of course work and field experiences varies between campuses but follows a common model. The time spent in graduate courses and public schools shifts during the program year, beginning with a greater emphasis on graduate course work and finishing with a primary focus on teaching in local classrooms.

A research cycle is also built into the academic calendar, allowing students time to immerse themselves in inquiry into their elective discipline and complete their academic research project. Students present their final academic and classroom research projects during the concluding week of the MAT Program.

Two-Year Degree Program (Part-time)

Two-year MAT students may participate in the weeklong June orientation and intensive writing seminar, or they can attend an abbreviated weekend version that is scheduled prior to the beginning of the regular academic year. The first summer quarter consists of two required courses—one each in education and in the student's chosen discipline.

Two-year students fulfill half of the required academic credits during their first year, enrolling in two courses during the summer and fall quarters and completing an academic research project in the winter and spring quarters. They complete the remaining required courses in the summer and fall quarters of the second year, for a total of eight core courses over two years. This is followed by full-time immersion in a public school, as an apprentice teacher, from January through June.

Two-year students finish their classroom research projects during the winter or spring quarter of their second year. They take part in Teaching Practicum I and II during their second year, in a continuous cycle from January through May. The teaching/lab strand meets during the summer and fall quarters of the second year, to complete a total of 10 academic courses during the two years of study.

Dual M.A.T. / M.S. Degree with Bard Center for Environmental Policy (103 graduate credits)

The MAT Program and the Bard Center for Environmental Policy offer a two-year dual degree (master of arts in teaching and master of science in environmental policy), on Bard's Annandale-on-Hudson campus. Applicants must apply to, and be accepted by, both graduate programs. Although applications may be made simultaneously, each program makes decisions independently.

B.A. / M.A.T. Degrees (115 undergraduate credits + 59 graduate credits)

Bard College undergraduates may enter the MAT Program through a preferred admission process, upon completion of the bachelor's degree. Interested and qualified undergraduates who wish to do this should notify their adviser as early as possible, preferably by November 1 of the sophomore year, that they plan to pursue a fifth year of study in the MAT Program. In addition to fulfilling the requirements of the Bard academic program related to the discipline they plan to teach, undergraduates are expected to complete an internship that requires teaching or tutoring in a school setting. To plan appropriate course work to prepare for the MAT Program, undergraduates should consult with their adviser and obtain a list of course requirements and an application from the MAT Program office.

THE DISCIPLINES

Biology

Curriculum

The biology curriculum requires students to engage in the kinds of thinking that characterize professional work in the field, and challenges them to extend their studies with courses and research that demand the integration of disciplinary perspectives through a focus on essential questions and problems. In the extended work of the teaching/lab strand, experiences in curriculum design and implementation, independent laboratory research experiences, and research in the public schools, MAT students translate their knowledge of biology into instructional designs that move beyond standards defined by state assessments, toward a more complex model of comprehension of the field.

Prerequisites

Applicants for the M.A.T. degree in biology should have already taken a minimum of one semester of introductory biology, a course in statistics or calculus, a course in ecology or evolution, a course in molecular biology or genetics, two semesters of introductory chemistry, and one semester of either organic chemistry or analytical chemistry.

History

Curriculum

MAT students in history develop a sophisticated understanding of history as a craft, rather than a mere accumulation of factual details about the past, and an enthusiasm for the value of historical study. Toward these ends, the history curriculum challenges students with the following goals:

- Awareness of political and social contexts in gathering historical and social studies knowledge
- Appreciation of the value of multiple voices in the construction of historical narratives
- Familiarity with major themes in the historical narratives addressed in the mandated school curricula
- Historical inquisitiveness and an ability to make measured, nuanced claims about the past
- Understanding the pedagogical value of major historiographical controversies
- Skilled capacity to evaluate, weigh, and corroborate evidence to construct historical accounts

Prerequisites

The ideal preparation for MAT history courses is a B.A. in history in which the undergraduate program required completion of a substantive research paper based on primary documents and historiographical analysis. Barring that, applicants ideally have taken college-level history courses in U.S. and non-U.S. history, reflecting

the organization of the mandated social studies curriculum into U.S. and global, or world history components, with at least some of these courses at the 300 or 400 level, requiring research papers or other writing-intensive projects. Since the history curriculum provides preparation for the teaching of social studies, course work in the social sciences—in such fields as anthropology, sociology, economics, political science, and area studies (for example, Africana studies, Asian studies, women’s studies)—is also valuable. Applicants who did not earn a B.A. in history are evaluated on a case-by-case basis.

Literature

Curriculum

The secondary school English teacher invites young people to read creatively, write with intelligence and imagination, and grapple with the essential questions that literature asks. It follows that an English teacher should have read widely and should know the texts and contexts that have shaped the development of literature in English and of literary studies generally. By that same token, English teachers should be skilled at reading closely—at analyzing literary and critical texts with an awareness of the diverse models of close reading that literary theory has generated. In their work with adolescents, they should be particularly aware of what affects reading comprehension and of the kinds of instruction that foster it. Finally, English teachers should be writers who have insight into how composition

facilitates understanding and encourages complex thinking. The literature curriculum addresses these needs through the integrated study of literature, literary criticism, and literacy pedagogy.

Prerequisites

Applicants for the M.A.T. degree in literature should hold a B.A. in English or a related field (such as language study, gender studies, or comparative literature) in which critical analysis of literature was a significant component. Ideally, the undergraduate course work includes survey courses that address a broad range of texts from a particular culture or period, and seminars that engage students in intensive study of an author or issue. Applicants who did not major in a field of literary study are encouraged to contact the MAT Program to discuss their undergraduate course work and its applicability to the MAT literature degree.

Mathematics

Curriculum

The student dedicated to becoming a mathematics teacher values the Bard MAT Program’s commitment to the discipline with its authentic research projects in mathematics (the academic research project) and in mathematics education (the classroom research project). MAT’s strong cohort model and small class size offer support to students over the course of the program and into the first years of their teaching career.

Prerequisites

The ideal preparation for the MAT mathematics curriculum is a B.A. or B.S. in mathematics for which the undergraduate program required completion of a substantive research project. Advanced undergraduate course work in algebra and analysis is highly recommended. Other recommended areas of preparation include statistics, geometry, topology, physics, and computer science. Because there are many routes to mathematical preparation, applications are evaluated on a case-by-case basis.

Core Education Courses

In addition to gaining a strong foundation in their academic disciplines, students in the Bard MAT Program engage in a course of study that challenges them to become knowledgeable and reflective practitioners and innovators in the teaching profession. With these goals in mind, core education courses address a range of issues central to the work of effective teachers: adolescent development, cognition and learning, curriculum design, lesson planning, literacy, multiculturalism, and the social and historical contexts of schooling. Knowledge and practice in these areas are bridged through mentored apprentice teaching and classroom inquiry.



MAT PROGRAMS AT A GLANCE

PROGRAM	Campus Location	Biology	English	History	Math	Degree(s) Awarded	Certification
MAT ONE YEAR (Full-time)	Annandale-on-Hudson, New York	X	X	X	N/A	M.A.T.	NYS Initial Teaching Certification (grades 7-12)
	New York, New York	N/A	X	X	X	M.A.T.	NYS Initial Teaching Certification (grades 7-12)
	Delano, California	X	X	X	X	M.A.T.	NYS Initial Teaching Certification (grades 7-12); Calif. Initial Teaching Certification (grades 6-12)
MAT TWO-YEAR (Part-time)	Annandale-on-Hudson, New York	X	X	X	N/A	M.A.T.	NYS Initial Teaching Certification (grades 7-12)
DUAL MAT/MS	Annandale-on-Hudson, New York	X	X	X	N/A	M.A.T./M.S.	NYS Initial Teaching Certification (grades 7-12)
B-MAT (Bachelor's → Master's degree, full-time, five years)	Annandale-on-Hudson, New York	X	X	X	N/A	B.A./M.A.T.	NYS Initial Teaching Certification (grades 7-12)
	New York, New York	N/A	X	X	X	B.A./M.A.T.	NYS Initial Teaching Certification (grades 7-12)
	Delano, California	X	X	X	X	B.A./M.A.T.	NYS Initial Teaching Certification (grades 7-12); Calif. Initial Teaching Certification (grades 6-12)

PROGRAM LOCATIONS

Annandale-on-Hudson, New York

MAT students complete their course work on the main campus of Bard College and engage in field experiences in nearby schools in the Hudson Valley, working with experienced teachers who are active members of the MAT educational community. Each school has a distinctive structure that reflects the community it serves and offers a variety of practical experiences to the MAT apprentice.

New York, New York

Bard High School Early College II (BHSEC II) in Long Island City serves as the MAT Program's New York City campus, in a partnership that allows the worlds of graduate teacher training and public high school education to merge in a variety of ways. After a summer of graduate course work on Bard's main campus in Annandale-on-Hudson, MAT students who plan to teach in New York City complete their academic course requirements at BHSEC II. Students satisfy their field experience requirements in schools throughout New York City, with a particular focus on partner schools in the South Bronx. The BHSEC II partnership breaks down the traditional wall between teaching and teacher education, offering an authentic, hands-on learning experience for the beginning teacher and a vigorous, ongoing inquiry into teaching in which educators and learners at all levels take part.

Delano, California

With the goal of educating regional teacher leaders, the MAT Program is being integrated into the daily life of a new public school, Paramount Bard Academy. The core curriculum of the MAT Program remains the same but is restructured to accommodate the opportunities for increasing connections between graduate courses and the practical experiences of working in classrooms. In a year-long engagement with public school teachers and students, MAT faculty and graduate students integrate advanced studies in education and core academic disciplines with the questions that emerge from the daily work of teaching. The questions that practicing teachers ask provide a critical framework for the texts and ideas that form the basis of graduate courses.

Al-Quds University, Jerusalem and the West Bank

In a developing partnership with Al-Quds University, the MAT Program will enroll 50 teachers from Palestinian schools in Jerusalem and the West Bank for a two-year program of study, developing teachers as educational leaders. This model builds on the MAT Program's work of the past five years. In the future, the MAT Program on the Al-Quds campus will also be available to students from the United States.





ADMINISTRATION

Ric Campbell *Dean of Teacher Education, Bard College; Director, MAT Program*

Cecilia Maple *Program Administrator/Coordinator of Admission and Professional Certification*

Donna Elberg *Coordinator of Public School Initiatives; Editor, Field Notes*

Tammy Ketelhut *Program Associate, Delano, California*

FACULTY

The MAT Program faculty consists of a distinguished full-time core group supplemented by affiliated instructors who also have appointments in the undergraduate program of Bard College.

All faculty members have helped to create the MAT Program and are committed to teaching courses in their disciplines at the graduate level.

Core Faculty

Ric Campbell *Education*

A.A.S., Tompkins-Cortland Community College; B.S., M.S., SUNY Cortland; graduate work, SUNY Albany and SUNY Brockport; Ph.D. candidate, Harvard Graduate School of Education. Specialization: curriculum design, science education, and writing instruction for teachers.

Jaime Osterman Alves *Literature*

B.A., Brooklyn College; M.A., Ph.D., University of Maryland, College Park. Specialization: 19th-century American literature and culture, with emphasis on representations of adolescent schoolgirls and female education.

Myra Young Armstead *History*

B.A., Cornell University; M.A., Ph.D., University of Chicago. Specialization: U.S. social history, with emphasis on urban and African American history.

Deborah Beam *Science Education*

B.S., SUNY Cortland; M.S., South Dakota State University. Specialization: International Baccalaureate Biology HL/AP Bio, living environment, forensic science, and earth science. National Board Certified Teacher in adolescent science.

BC Craig *Education*

B.A., Temple University; M.A., Ed.D., Teachers College, Columbia University. Scholarly interests: demographics and quality of the public school teaching force, student resistance and school failure, and development of pedagogical content knowledge in social studies teachers.

Mercedes Ebbert *Biology*

A.B., University of Chicago; M.A., M.S., Ph.D., Yale University. Postdoctoral training in agroecosystem ecology, Ohio State University. Areas of interest: coevolution, infectious disease, and insect community ecology and evolution.

Julia Emig *Literacy Education*

B.A., Kenyon College; M.A.T., Teachers College, Columbia University; Ed.D., Boston University School of Education. Specialization: adolescent literacy, with emphasis on urban education reform and teacher education.

Sandra J. Fischer *Science Education*

B.S., Texas A&M University; M.S., Antioch University New England. Specialization: living environment, environmental science, and science links.

Derek Furr *Literature*

B.A., Wake Forest University; M.Ed., M.A., Ph.D., University of Virginia. Areas of interest: Romantic and modern poetics, reception study, and reading assessment and instruction.

Kelly Gaddis *Mathematics Education*

B.A., SUNY New Paltz; M.S., Ph.D., Cornell University. Specialization: mathematics education.

Mary C. Krembs *Applied Mathematics*

B.A. Marist College; M.S., Ph.D., Rensselaer Polytechnic Institute. Research interests: computational geometry, mathematics and music, and software development methodology.

Stephen Mucher *History Education*

B.A., Taylor University; M.A., Ph.D., University of Michigan. Scholarly interests: history of American education, development of historical thinking processes in adolescents, history of teacher preparation, progressivism and Americanization.

Michael Sadowski *Adolescent Education*

B.S., Northwestern University; Ed.M., Ed.D., Harvard University. Scholarly interests: how factors such as ability/disability, ethnicity, gender, race, sexual orientation, and socioeconomic status affect adolescents' identity formation and school experiences.

Wendy Urban-Mead *History*

B.A., Carleton College; M.A., University at Albany; Ph.D., Columbia University. Areas of interest: African history, with emphasis on southern Africa; European imperialism; history of Christianity in Africa; religion and gender.

Japheth Wood *Mathematics*

B.A., Washington University; M.A., Ph.D., University of California, Berkeley. Research interests: universal algebra, tame congruence theory, semigroups, voting theory.

Consulting Bard College Faculty

Ethan D. Bloch *Science, Mathematics, and Computing*

B.A., Reed College; M.S., Ph.D., Cornell University

Matthew Deady *Science, Mathematics, and Computing*

B.S., M.S., University of Illinois; Ph.D., Massachusetts Institute of Technology

John B. Ferguson *Science, Mathematics, and Computing*

Sc.B., Brown University; M.Phil., Ph.D., Yale University

Mark D. Halsey *Associate Dean of the College*

B.A., Hobart College; A.M., Ph.D., Dartmouth College

Felicia Keesing *Science, Mathematics, and Computing*

B.S., Stanford University; Ph.D., University of California, Berkeley

Nancy S. Leonard *Languages and Literature*

A.B., Smith College; Ph.D., Indiana University

Mark Lytle *Social Studies*

B.A., Cornell University; M.Phil., Ph.D., Yale University

William T. Maple *Science, Mathematics, and Computing*

B.A., Miami University; M.A., Ph.D., Kent State University

Robert W. McGrail *Science, Mathematics, and Computing*

B.A., Saint Joseph's College of Maine; M.A., Boston College; Ph.D., Wesleyan University

Caroline Ramaley *Academic Support Associate*

B.A., Middlebury College; Ph.D., University of Virginia

Lauren Lynn Rose *Science, Mathematics, and Computing*

B.A., Tufts University; M.S., Ph.D., Cornell University

Valeri J. Thomson *Principal, Bard High School Early College II*

B.A., Bard College; M.A., M.Phil., Ph.D., Columbia University; Ed.M., Teachers College, Columbia University

Michael Tibbetts *Science, Mathematics, and Computing*

B.S., Southeastern Massachusetts University; Ph.D., Wesleyan University

ABOUT BARD COLLEGE

Bard College, in Annandale-on-Hudson, New York, is an independent, nonsectarian, residential, coeducational college that offers a four-year B.A. degree in the liberal arts and sciences and a five-year B.S./B.A. degree in economics and finance. Bard and its affiliated institutions also grant the following degrees: A.A. at Bard High School Early College, a New York City public school with two campuses; A.A. and B.A. at Bard College at Simon's Rock: The Early College, in Great Barrington, Massachusetts; M.S. in environmental policy and M.A. in curatorial studies at the Annandale campus; M.F.A. and M.A.T. on multiple campuses; and M.A., M.Phil., and Ph.D. in the history of the decorative arts, design, and culture at the Bard Graduate Center for Studies in the Decorative Arts, Design History, and Material Culture in Manhattan. The Bard College Conservatory of Music grants a five-year dual degree, a B.Music and a B.A. in a field other than music; and an M.Music degree in vocal arts. Internationally, Bard offers dual B.A. degrees at Smolny College of Saint Petersburg State University, Russia, and Al-Quds University in Jerusalem and the West Bank. For more information about Bard College, visit www.bard.edu.

For information on admission, application requirements, tuition and fees, and financial aid, please refer to the catalogue supplement or to the MAT Program website, www.bard.edu/mat.

Be advised that the provisions of this catalogue are not to be regarded as an irrevocable contract between the student and Bard College or its officers and faculty. The College reserves the right to make changes affecting admission procedures, tuition, fees, courses of instruction, programs of study, faculty listings, academic grading policies, and general regulations. The information in this catalogue is current as of publication, but is subject to change without notice.

ACCREDITATION

Bard College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The program of study leading to the master of arts in teaching degree at Bard is registered by the New York State Education Department, Office of Higher Education and the Professions, 89 Washington Avenue, 2 Mezzanine West, Education Building, Albany, NY 12234. Phone: 518-474-3862. www.highered.nysed.gov

Bard is also a member of the Association of American Colleges, College Entrance Examination Board, American Council on Education, Union for Experimenting Colleges and Universities, Associated Colleges of the Mid-Hudson Area, and Educational Records Bureau.

EDUCATIONAL RIGHTS AND PRIVACY ACT

The MAT Program at Bard College complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act assures students attending a postsecondary institution that they will have the right to inspect and review certain of their educational records and,

by following the guidelines provided by the College, to correct inaccurate or misleading data through informal or formal hearings. It protects students' rights to privacy by limiting transfer of these records without their consent, except in specific circumstances. Students have the right to file complaints with the Family Educational Rights and Privacy Office, U.S. Department of Education, Washington, D.C. College policy relating to the maintenance of student records is available upon request from the Office of the Registrar.

NOTICE OF NONDISCRIMINATION

The MAT Program at Bard College does not discriminate in education, employment, admission, or services on the basis of gender, sexual orientation, race, color, age, religion, national origin, or handicapping conditions. This policy is consistent with state mandates and with governmental statutes and regulations, including those pursuant to Title IX of the Federal Educational Amendments of 1972, Section 504 of the Federal Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the Americans with Disabilities Act of 1990. Questions regarding compliance with the above requirements and requests for assistance should be directed to the Vice President for Administration, Bard College, PO Box 5000, Annandale-on-Hudson, NY 12504-5000.





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