

Child Study Department Handbook

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WELCOME to the DEPARTMENT OF CHILD STUDY

Dear Child Study Major:

Welcome to the Department of Child Study! St. Joseph's College has been committed to the task of providing teacher education in New York State for many years and we hope that you will find the child study program as challenging and effective as our alumni and elementary school personnel have found it to be.

The following pages describe the philosophy, program requirements and courses, and fieldwork requirements of the Department of Child Study teacher education program approved by New York State for certification in the areas of Early Childhood, Childhood, Students with Disabilities: Early Childhood and Students with Disabilities: Childhood.

Please read this handbook and the College catalogue carefully and refer to them each semester. The child study program is designed to reflect the philosophy of the College and emphasizes the attainment of the following College objectives:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- to encourage students to develop personal value systems, responsible self-direction, and committed participation in the local and global communities;
- to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;
- to prepare students for their careers by offering the necessary professional and pre-professional education;
- to provide the needs of a diversified student population with varied educational and professional experiences;
- to foster an environment of openness to the exploration and understanding of diverse ideas, traditions, and cultures;
- to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Long Island Campuses.

We look forward to meeting with you and assisting you as you begin your professional education toward becoming an effective teacher. Please do not hesitate to share your questions or reactions related to your program with us.

Sincerely,

The Faculty of the Department of Child Study

DEPARTMENT of CHILD STUDY MISSION STATEMENT

The mission of the Department of Child Study, Brooklyn and Long Island campuses is to immerse the students in the liberal arts tradition with an emphasis on the latest research and thinking to assist them in appreciating the complex interactions that characterize child development and learning in infancy and childhood. The Department of Child Study prepares infancy, preschool and elementary teacher candidates in general and special education to be highly effective professionals for a wide variety of careers involving children and families in a diverse world. An emphasis is placed on important contemporary issues and challenges, exploring topics such as understanding development in the context of current societal and cultural influences. Teacher candidates are encouraged to aspire reflectively toward excellence and a commitment to becoming self-motivated intellectuals and lifelong learners. As future teachers, they recognize how respect and sensitivity play an important part in the way children react to their world, how they learn and how they view themselves. The goals of St. Joseph's College affirm the dignity, freedom and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. They are encouraged to acquire a spirit of inquiry and a joy in learning through an acquired knowledge base. The Department of Child Study faculty believes that the knowledge, skills and attitudes necessary for effective teaching can be best acquired by translating theory into practice. Therefore, beginning in sophomore year, child study majors are involved in general and special education fieldwork. Through contact with departmental faculty and school personnel, assistance and feedback are offered for ongoing assessment and career guidance.

PROGRAM REQUIREMENTS

Child Study Certifications

All child study students who are seeking Initial Certification will be required to work toward the following four licenses:

- **Early Childhood Certification (Birth-Grade 2)**
- **Childhood Certification (Grades 1-6)**
- **Students with Disabilities: Early Childhood Certification (Birth- Grade 2)**
- **Students with Disabilities: Childhood Certification (Grades 1-6)**

In addition to 47 credits in child study, plus general education and special education student teaching experiences, students must complete the following core curriculum, which is more intensive than that of non-child study majors due to our belief that teachers must possess a thorough understanding of all major areas of knowledge.

General Education Core Requirements

Students entering the College in 2011 and after will adhere to the core curriculum as indicated below.

Freshman/Transfer Seminar - 1 course

Quest for Meaning - 2 courses

- English literature
- Religion/philosophy

Global Perspectives - 2 courses

- Two semesters of a college-level modern language

Human Expression - 4 courses

- SPC 102
- SPC 224
- Art history
- Music history

Self and Society - 3 courses

- American history
- New York State history
- World history

Science and Mathematics - 4 courses

- Two non-computer math courses

- Two science courses – at least one must be a lab science

Writing – 1 course

- ENG 103

NOTE: Child study students are required to meet with their department advisor at least once each semester to ensure that they are progressing satisfactorily in the major.

Area of Concentration

Each student is also required to have an area of concentration of 30 credits chosen from one of the following disciplines: American Studies, Art, English, Fine Arts, History, Human Relations, Mathematics, Mathematics and Computer Science, Music, Philosophy, Political Science, Psychology, Science, Social Sciences, Sociology, Spanish, Speech Communication, or another area with departmental approval. Once a student identifies an area of concentration, he/she is responsible for fulfilling the requirements of the concentration. The students should meet at least once a semester with the chairperson/associate chairperson of the concentration to ensure that he/she is taking the appropriate courses to complete the concentration. This is in addition to the regular meetings with the student's child study academic advisor.

Chalk and Wire E-Portfolio

All child study majors are required to purchase, create and maintain a Chalk and Wire e-portfolio. Several courses within the major will require submission of assignments to the e-portfolio. Rubrics for these assignments are located on the child study portal page of the College website. Students will receive a grade of incomplete in courses in which they do not successfully submit the assignments to the e-portfolio, even if they have submitted the assignments to the professor in hard copy. Orientation will be provided to familiarize students with the e-portfolio system, and the e-Portfolio Training Guide is located on the child study portal page of the College website.

Non-certification Plan Requirements

Students who wish to obtain the B. A. degree in child study, but do not seek New York State Certification, may elect the non-certification plan, which requires 30 credits in child study including thesis, all of the above-mentioned non-child study course work, but no student teaching.

COURSE and FIELDWORK REQUIREMENTS

Freshman Year

Students take their general education core curriculum courses, and explore an area of concentration.

Sophomore Year

Child study majors continue to fulfill the core curriculum and area of concentration requirements, and begin intensive preparation for teaching with the following child study courses:

- CS 101 – Child Psychology and Development I (directed observation)
- CS 102 – Child Psychology and Development II (directed observation)
- CS 121 – Psychology of the Exceptional Child
- CS 211 – Foundations of Childhood Education (guided fieldwork observation)
- Speech 102 – Speech Communication
- Speech 224 – Children's Literature and Oral Expression

Junior Year

Child study majors continue to fulfill the core curriculum and area of concentration requirements, and in addition concentrate on learning and practicing methods for teaching various elementary school subjects to both general and special education students. Students spend one morning each week for the entire semester in either a general education or special education classroom for each of the following: CS 301, CS 302, CS 308, CS324 and CS 325. Child study majors are expected to observe, to plan and to teach lessons to both small groups of children and entire classes. They are observed by their cooperating teacher and by a College supervisor. The following child study courses are required (*For course descriptions and prerequisites, see catalogue*):

- CS 301 – Literacy & Language – Primary Grades (with fieldwork)
- CS 302 – Literacy & Language – Intermediate Grades (with fieldwork)
- CS 308 – Education for Preschool & Kindergarten (with fieldwork)
- CS 309 – Mathematics and Science in the Elementary School
- CS 321 – Psychoeducational Assessment
- CS 324 – Special Education Curriculum Methods & Materials I (with fieldwork)
- CS 325 – Special Education Curriculum. Methods & Materials II (with fieldwork)

Senior Year

Child study majors continue to fulfill area of concentration requirements, student teach during both semesters and complete a research project in the field of child development and education during one semester. The following child study courses are required:

- CS 352 – Classroom Management (1 credit)
- CS 400 – Research in Child Development and Childhood Education (3 credits)
- CS 414 – Supervised Student Teaching (5 credits)
- CS 424 – Supervised Special Education Student Teaching (5 credits)

Summary of Fieldwork Experience (Pre-Student Teaching)

During the first three fieldwork courses listed below, students are actively engaged in observing and interacting with children and/or teachers. When they reach the 300 level, they are expected to plan lessons, teach a small group or an entire class and self-evaluate after teaching. They are observed by their cooperating teachers and by a college supervisor. For all fieldwork courses at the 200 level and above, students are assigned to a school by the SJC placement coordinator and they are required to continue going to the assigned classroom each week until final exams begin.

CS 101	Child Psychology and Development I	5 hours (directed observation)
CS 102	Child Psychology and Development II	5 hours (directed observation)
CS 211	Foundations of Childhood Education	minimum of 10 hours
CS 301	Literacy & Language – Primary Grades	minimum of 35 hours
CS 302	Literacy & Language – Intermediate Grades	minimum of 35 hours
CS 308	Education for Preschool & Kindergarten	full morning per week
CS 324	Special Education Curriculum Methods & Materials I	minimum of 35 hours
CS 325	Special Education Curriculum Methods & Materials II	minimum of 35 hours

Note: Students are expected to comply with any and all requirements of the school to which they are assigned, such as providing references, going for an interview, submitting a resume, or obtaining clearance from the New York State Central Registry (which may involve drug testing and/or fingerprinting).

Summary of Student Teaching Experience

CS 414	Supervised Student Teaching	5 mornings & 3 afternoons for 1 semester
CS 424	Special Education Student Teaching	5 mornings & 3 afternoons for 1 semester

To be eligible for student teaching in senior year, majors must receive approval from the Child Study Recommendations Committee. The Committee determines whether the student has demonstrated (a) the personal and professional qualities necessary for teaching, (b) good communication skills (written and oral), and (c) a cumulative average and an average in the child study courses of 2.8 or higher must be maintained. A student may appeal in writing the Recommendation Committee's decision. Application forms for student teaching CS 414 and CS 424 must be submitted to the Coordinators of Field Placement within one week of the Application Seminar, which is held on or about October 15th or March 15th. A fee of \$25 will be charged for applications received after these dates. Students are required to submit a resume with the student teaching application. Majors should plan their programs so that a maximum of 12 to 14 credits will be taken in student teaching semesters to enable them to commit themselves to teaching responsibilities.

EVALUATION AND SCREENING PROCEDURES

Department of Child Study Requirements

To be recommended for New York State teacher certification through the child study program at St. Joseph's College, candidates must:

1. Maintain a child study average of 2.8 (B-) or higher.
2. Maintain a College cumulative average of 2.8 (B-) or higher.
3. Demonstrate effective oral and written communication skills. Students who do not do so will be required to take additional course work or will be recommended to the Academic Center.
4. Receive a passing score on a speech evaluation taken in either the sophomore or junior year. If a student does not pass, he/she must take SPC 115 before graduation.
5. Demonstrate to faculty and school personnel the professional qualities necessary for teaching.
6. Submit a formal request for admission to student teaching (Student Teaching Application Packet) which includes a personal data form, speech evaluation, writing sample, personal photo and two child study faculty evaluations.
7. Begin the assembly of a personal portfolio, which will culminate in the selection of specific terms for the interview portfolio to be completed before graduation.
8. Pass the Academic Literacy Skills Test (ALST), the Educating All Students Test (EAS), and the CST tests, as well as submit the Teacher Performance Assessment (edTPA). This will ensure that students will obtain certification in a timely manner.

The department recommends the following suggested timeline for taking the New York Teacher Certification exams.

<u>Certification Exam</u>	<u>Suggested Timeline</u>
Academic Literacy Skills Test (ALST)	Second semester of sophomore year or first semester of junior year
Educating all Students Test (EAS)	Second semester of junior year
Multi-subject CST	Immediately after passing EAS
Students with Disabilities CST	Immediately after passing Multi-subject CST (usually during second semester of senior year)
Teacher Performance Assessment (edTPA)	During CS 414 Student Teaching

Ongoing Evaluation

The following procedures are used to guide the candidates toward improvement, to note their strengths and weaknesses and to discuss with them their suitability for the teaching profession:

1. Child study instructors identify candidates who show weaknesses and report to the chairperson at the end of each semester.
2. For all field-related courses, cooperating teachers discuss with the candidates, and report to the child study instructors the competency level of the candidate.
3. The Child Study Recommendations Committee reviews the progress of child study majors at the end of each semester. Based on the committee members' knowledge of the student, a review of the student's academic performance and input from the child study instructors, the student's continuation in the program is considered by the committee and discussed with the student.

Dispositions for Teacher Candidates

Teacher candidates demonstrate dispositions that lead to actions and patterns of professional conduct. This professional attitude includes demonstration of the five core values of St. Joseph's College (integrity, intellectual and spiritual values, social responsibility and service). It also exemplifies fairness and the belief that all students can learn. These values and beliefs are expressed through the verbal and non-verbal behavior that supports student learning and development.

Dispositions are measured in part through candidates' observable behavior in educational settings, letters of recommendation or concern from faculty and cooperating teachers, assessment instruments and candidates' reflections.

The dispositions to be maintained continually by teacher candidates include, but are not limited to, the following: reflection, professional conduct, respect for diversity, high expectations, respect for others, compassion, advocacy, curiosity, honesty, fairness and dedication.

Code of Ethics for the Education Profession

The Code of Ethics of the Education Profession, as specified by the National Education Association, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles (NEA, 1975). In light of these principles and as future educators, SJC students are expected to make ethical decisions when it comes to their professional behavior. The Department of Child Study requires all students to exhibit quality dispositions and "demonstrate professional ethics including honesty and trustworthiness" (*National Council for the Accreditation of Teacher Education, 2002*). Therefore, the Department of Child Study would like to emphasize that any student who deliberately makes false statements will face consequences that could include failing the course and/or possibly being asked to leave the department.

New York State Teaching Standards

The Department of Child Study adheres to the New York State Teaching Standards regarding pedagogical knowledge, understanding and skills. The following are the standards, as well as the courses that address them.

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

CS 101, 102, 121, 211, 301, 302, 309, 321, 324, 325, 352, 400, 414, 424.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

CS 301, 302, 308, 309, 324, 325, 414, 424.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

CS 301, 302, 308, 309, 324, 325, 414, 424.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

CS 101, 102, 121, 211, 301, 302, 308, 309, 321, 324, 325, 352, 400, 414, 424.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

CS 301, 302, 308, 309, 321, 324, 325, 414, 424.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

CS 301, 302, 308, 324, 325, 414, 424.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

CS 211, 301, 302, 308, 324, 325, 400, 414, 424.

Department of Child Study Learning Outcomes

The following are Student Learning Outcomes (SLOs) that the child study program desires for its students. Each outcome statement is followed by the courses that address it.

1. Developing Content Area Lessons

Students will use a variety of sources to develop engaging lessons in the content areas (language arts, mathematics, science, etc.) that reflect the candidate's content knowledge and follow state/national curricular guidelines.

CS 301, 302, 308, 309, 324, 325, 414, 424

2. Classroom Management

Students will demonstrate effective classroom management skills that optimize children's engagement in learning.

CS 301, 302, 308, 309, 324, 325, 352, 414, 424

3. Presenting Appropriate Lessons

Students will present lessons that are organized, interesting, and at the appropriate level of challenge for the children they teach.

CS 301, 302, 308, 309, 324, 325, 414, 424

4. Assessment

Students will use formal and informal assessment to help plan and implement instruction that is tailored to diversity in children's functional levels.

CS 301, 302, 308, 309, 321, 324, 325, 414, 424

5. Teaching Critical Thinking

Students will describe instructional strategies, including questioning techniques that enhance children's critical thinking and problem solving skills.

CS 211, 301, 302, 308, 309, 324, 325, 414, 424

6. Professional Behavior

Students will exhibit professional behavior and the personal qualities needed for working with colleagues, supervisors, and children.

CS 211, 301, 302, 308, 324, 325, 352, 414, 424

7. Collaborative Relationships

Students will give examples of strategies for engaging in collaborative relationships with families and with colleagues.

CS 121, 211, 308, 321, 324, 325, 414, 424

8. Using Knowledge of Children’s Learning and Development

Students will describe how children develop cognitively and socially, and use this knowledge to design learning environments and opportunities that support intellectual and social development.

CS 101, 102, 121, 211, 301, 302, 308, 309, 324, 325, 352, 414, 424

9. Research-based Practices

Students will explain the importance of using research-based practices in the classroom and will be able to summarize published studies and discuss their implications for instruction.

CS 101, 102, 309, 321, 324, 325, 400

10. Reflection

Students will thoughtfully evaluate the effects of their actions on children, families, and other professionals and make changes as needed.

CS 301, 302, 308, 324, 325, 352, 414, 424

11. Cultural influences

Students will discuss basic research findings about the educational significance of race/ethnicity, gender, and culture.

CS 121, 301, 302, 309, 321, 324, 325, 400

12. Classroom Environment

Students will describe multiple ways in which teachers can provide a classroom environment that reflects and values diversity.

CS 102, 211, 301, 302, 309, 324, 325, 352, 414, 424

13. Information Literacy

Students will locate, evaluate, and ethically use electronic and non-electronic sources of information.

CS 101, 102, 121, 211, 301, 302, 309, 324, 325, 400

14. Educational Technology

Students will create lessons and classroom activities that utilize state-of-the art technology to enhance learning.

CS 301, 302, 308, 309, 321, 324, 325, 414, 424

15. Writing Skills

Students will communicate ideas in writing with clarity and precision, following the established conventions of written language.

CS 101, 102, 211, 301, 302, 308, 309, 321, 324, 325, 400, 414, 424

16. Oral Communication Skills

Students will demonstrate good two-way skills in oral communication, including active listening and clear expression of their own ideas.

CS 102, 121, 211, 301, 302, 308, 309, 321, 324, 325, 352, 414, 424

New York State Certification Requirements

Students who complete the child study program and are seeking New York State Initial Certification in the areas of Early Childhood, Childhood, Students with Disabilities: Early Childhood, and Students with Disabilities: Childhood, on or after May 1, 2014, must do the following:

1. Complete a bachelor's degree in approved program (child study)
2. Complete an Area of Concentration (30 credits)
3. Complete a Child Abuse workshop*
4. Complete a Prevention of School Violence workshop*
5. Complete a Training in Harassment, Bullying, Cyber Bullying and Discrimination in Schools: Prevention and Intervention (DASA training)*
6. Pass New York State Teacher Certification Examinations:
 - a. Assessment of Literacy Skills Test (ALST)
 - b. Educating All Students Test (EAS)
 - c. Content Specialty Test (CST) -- Multi-Subject Early Childhood
 - d. Content Specialty Test (CST) -- Multi-Subject Childhood
 - e. Content Specialty Test (CST) -- Students with Disabilities Early Childhood
 - f. Content Specialty Test (CST) -- Students with Disabilities Childhood
 - g. edTPA (Teacher Performance Assessment Portfolio)
7. Complete the fingerprinting packet as prescribed by the New York State Education Department.

*Students are responsible for keeping their child study records in a safe place.

AFTERWORD

To be a member of the teaching profession continues to be one of the most notable of human endeavors. The faculty of the Department of Child Study at St. Joseph's College takes enormous pride in our task of helping to prepare you to join our ranks. The coursework, fieldwork and other College and state requirements discussed in the preceding pages have been developed to help you achieve that goal. You are at the center of our interest and concern as we meet with you in the College classrooms and spend time with you in our offices. It is our fervent wish that you should become the best teacher it is in your power to become.

We believe that each graduate will continue to exemplify in his/her professional life the St. Joseph's College motto: *Esse non videri*: "To be, not to seem."

The Department of Child Study Faculty

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or deescalated, a child humanized or dehumanized."

-- HAIM GINOTT