# WELCOME to the DEPARTMENT of CHILD STUDY

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## AFTERWORD
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. 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, core requirements and course and fieldwork requirements for 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 catalog 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;
- to provide 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 for 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 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
PHILOSOPHY AND GOALS

The child study teacher education programs are firmly grounded in the liberal arts with an emphasis on the psychological foundations of behavior relative to child growth, as well as to curriculum and teaching. The ideal, "First be, then teach," is consistently present to the pre-service teacher. Only that person whose own life has been deepened, expanded and enlivened by the humanities, the social and behavioral sciences, the natural sciences and mathematics can hope to influence the development of future generations and thus become more than a dispenser of facts or a detached operator of a teaching machine. Only that person who has been enabled by higher education to reach a high measure of personal maturity and integration can offer life, hope, knowledge and skill to another human being. Only that person who has made the significant decision always to be a learner can help another person to be open, to adapt, to change and to create. For these reasons, students at St. Joseph’s College who wish to obtain teacher certification in the fields of Early Childhood, Childhood and Students with Disabilities: Early Childhood and Childhood must meet the requirements of a bachelor of arts degree with a child study major.

To a considerable extent, the success of our teacher education efforts can be attributed to the implementation of the goals of St. Joseph’s College. In accordance with this philosophy and these goals, the child study programs in Early Childhood, Childhood and Students with Disabilities: Early Childhood and Childhood foster in students a child development approach toward children. This implies:

- considering the whole child from all aspects of development—physical, intellectual, social, emotional and moral—and understanding the interrelationship of all these areas;

- recognizing the importance of the early years of development;

- appreciating the development process itself and its universal application to humanity;

- accepting and respecting the uniqueness of each child and understanding some of the cultural and environmental causes of individual differences.

The Department of Child Study believes that the knowledge, skills and attitudes necessary for effective teaching can be best acquired through exposure to both theoretical and practicum components. Therefore, beginning in sophomore year, child study majors are involved in general and special education classrooms. Through contact with departmental faculty and school personnel, assistance and feedback are offered for ongoing assessment and career guidance.
All child study students who are seeking New York State Initial Certification and who will graduate in 2004 and thereafter will be required to work toward the following four licenses:

- **Early Childhood Certification (Birth-Second Grade)**
- **Childhood Certification (First-Sixth Grade)**
- **Students with Disabilities: Early Childhood Certification (Birth-Second Grade)**
- **Students with Disabilities: Childhood Certification (First-Sixth Grade)**

In addition to 40 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.

## CORE REQUIREMENTS

### Humanities
All child study majors will take eight courses in the humanities:

- one art course
- one English literature course
- one year of college-level foreign language
- one music course
- SPC 102 and SPC 224
- one classics, philosophy, religious studies course

### History and Social/Behavioral Sciences
All child study majors will take an American history course, and three of the following:

- New York State history
- Psychology
- World history
- Sociology

### Science and Mathematics
All child study majors will take two lab science courses and two non-computer math courses.

### Writing
All child study majors will take **Writing for Effective Communication** (ENG 103).

It is expected that most students will complete much of this core curriculum by the end of sophomore year, but it is desirable to save at least one humanities course for senior year.
AREA OF CONCENTRATION

Each student is also required to have an area of concentration of 30 credits chosen from one of the following disciplines: English, history, human relations, mathematics, psychology, science, Spanish, social science, sociology or speech communication. Once a student identifies an area of concentration, he/she is responsible for fulfilling the requirements of the concentration. The student should meet at least once a semester for advisement with the chairperson/associate chairperson of the concentration to ensure that he/she is taking the appropriate courses to complete the concentration.

NON CERTIFICATION REQUIREMENTS

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

Child study majors take their core curriculum courses, and explore an area of concentration, as well as the following child study courses:

- *CS 101 – Child Psychology and Development I
- *CS 102 – Child Psychology and Development II

*Each of these courses will include 5 hours of guided observation at the Dillon Child Study Center.

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 121 – Psychology of the Exceptional Child
- CS 208 – Early Childhood: Curriculum, Methods and Materials (2 credits)
- CS 210 – Preschool Education Practicum (1 credit)
- CS 211 – Foundations of Childhood Education

Students will engage in 30 hours of fieldwork in the Dillon Child Study Center during one semester of sophomore year, under the supervision of a preschool or kindergarten teacher (CS 210). Students will also engage in at least 30 hours of fieldwork in an elementary school for the Foundations course (CS 211).

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 junior year in a general education classroom, and one morning in a special education classroom—the first semester with early childhood students and the second with intermediate students. 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:

- *CS 301 – Literacy and Language in the Primary Grades
- *CS 302 – Literacy and Language in the Intermediate Grades
- CS 309 – Math and Science Methods in the Elementary School
- CS 320 – Educational Assessment (2 credits)
- CS 323 – Children with Learning Disabilities
- *CS 324 – Special Education: Curriculum, Methods and Materials I
- *CS 325 – Special Education: Curriculum, Methods and Materials II

*Courses that require fieldwork. See table on page 7 for specific number of hours.
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 childhood education during one semester. The following child study courses are required:

- CS 352 – Classroom Management (1 credit)
- CS 400 – Research in Childhood Education
- CS 413 – Student Teaching in the Elementary School (4 credits)
  (20 days in each of two classrooms, one early childhood and one childhood placement)
- CS 423 – Special Education Practicum (4 credits)
  (20 days in each of two classrooms, one early childhood and one childhood placement)

Note: CS 413 and CS 423 may not be taken concurrently.

See College catalog for information on application procedures for CS 413 and CS 423.

SUMMARY OF FIELDWORK EXPERIENCE (Pre-Student Teaching)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101</td>
<td>Child Psychology and Development I</td>
<td>5</td>
</tr>
<tr>
<td>CS 102</td>
<td>Child Psychology and Development II</td>
<td>5</td>
</tr>
<tr>
<td>CS 210</td>
<td>Preschool Education Practicum</td>
<td>30</td>
</tr>
<tr>
<td>CS 211</td>
<td>Foundations of Childhood Education</td>
<td>30</td>
</tr>
<tr>
<td>CS 301</td>
<td>Literacy/Language in the Primary Grades</td>
<td>35</td>
</tr>
<tr>
<td>CS 302</td>
<td>Literacy/Language in the Intermediate Grades</td>
<td>35</td>
</tr>
<tr>
<td>CS 324</td>
<td>Special Education Methods I</td>
<td>35</td>
</tr>
<tr>
<td>CS 325</td>
<td>Special Education Methods II</td>
<td>35</td>
</tr>
</tbody>
</table>

Totals: 210 hours

SUMMARY OF STUDENT TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 413</td>
<td>Student Teaching in the Elementary School</td>
<td>20+20</td>
</tr>
<tr>
<td>CS 423</td>
<td>Special Education Practicum</td>
<td>20+20</td>
</tr>
</tbody>
</table>

Totals: 80 days
To obtain teacher certification through the child study program at St. Joseph’s College, students must:

1. maintain a child study average of B- (2.8) or higher;
2. maintain a College cumulative average of B- (2.8) 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. demonstrate to faculty and school personnel the professional qualities necessary for teaching;
5. 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;
6. submit a formal request for admission to student teaching (the Student Teaching Application), which includes a personal data form, a speech evaluation, an essay reflecting the student’s philosophy of education, a personal photo and four faculty recommendations;
7. attempt the Liberal Arts & Science Test (LAST) at least twice and the Assessment of Teaching Skills-Written (ATS-W) at least once by the end of junior year. This will ensure that they can obtain certification in a timely fashion.

The department recommends the following timeline for taking the New York State Teacher Certification Exams:

<table>
<thead>
<tr>
<th>Certification Exam</th>
<th>Recommended Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST</td>
<td>second semester of sophomore year</td>
</tr>
<tr>
<td>ATS-W</td>
<td>second semester of junior year</td>
</tr>
<tr>
<td>Multisubject CST</td>
<td>immediately after passing ATS-W</td>
</tr>
<tr>
<td>Students with Disabilities CST</td>
<td>immediately after passing Multisubject CST (during senior year)</td>
</tr>
</tbody>
</table>

**ONGOING EVALUATION**

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

1. Child study instructors identify students who are outstanding and students 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 students and the child study instructors the competency level of the student.
3. The Child Study Recommendations Committee reviews each child study major’s progress 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 child study instructors, the student’s continuation in the program is considered by the committee and discussed with the student.

**NEW YORK STATE HIGHER EDUCATION LEARNING STANDARDS**

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

(i) Human development processes and variations, including but not limited to the impact of culture, heritage, socio-economic level, personal health and safety, nutrition, past or present abusive or dangerous environment and factors in the home, school and community on students’ readiness to learn and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol and tobacco and development of a sense of community and respect for one another.

   CS 101, CS 102, CS 121, CS 211, CS 323

(ii) Learning processes, motivation, communication and classroom management and applying those understandings to stimulate and sustain student interest, cooperation and achievement to each student’s highest level of learning.

   CS 211, CS 301, CS 302, CS 309, CS 324, CS 325, CS 352

(iii) Nature of students within the full range of disabilities and special health care needs, and the effect of those disabilities and needs on learning and behavior and skill in identifying strengths, individualizing instruction and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence.

   CS 101, CS 102, CS 121, CS 211, CS 320

(iv) Language acquisition and literacy development by native English speakers and students who are English language learners, and skill in developing the listening, speaking and writing skills of all students, including at least six hours of such study for teachers of early childhood and childhood education.

   CS 301, CS 302, SPC 224

   • 6 credits required in modern language

   SPN 151, SPN 152, ITL 152, ITL 202, FRE 152, FRE 202

(v) Curriculum development, instructional planning and multiple research-validated instructional strategies for teaching students within the full range of abilities, and skill in designing and offering differentiated instruction.

   CS 208, CS 211, CS 301, CS 302, CS 320, CS 323, CS 324, CS 325, CS 352, CS 400
(vi) Use of technology, including instructional and assistive technology, in teaching and learning, and skill in using technology and teaching students to use technology.

**Technology, its uses in teaching and learning will be integrated in ALL courses across the curriculum and pedagogical core. Teachers model the use of technology in classrooms, and student assignments include the application of technology as it relates to course content in the pedagogical core.**

(vii) Formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practices and skill in using information gathered through assessment and analysis to modify instruction.

CS 320, CS 323, CS 413, CS 423

(viii) History, philosophy, role of education and the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators and others.

CS 211, CS 323, CS 413, CS 423

(ix) Means to update knowledge and skills in the subject(s) taught and in pedagogy.

CS 208, CS 301, CS 302, CS 309, CS 324, CS 325

(x) Means for identifying and reporting suspected child abuse and maltreatment (shall include at least two clock hours of course work or training, in accordance with the requirements of section 3004 of the Education Law).

CS 101, CS 102, CS 208, CS 211
CHILD STUDY DEPARTMENT OUTCOME STATEMENTS

The following are department outcomes that the child study program desires for its students. Each outcome statement is followed by the courses that address it.

Outcome Statement I

Identify and employ the concepts and tools of inquiry and the knowledge base of curricular areas to be taught, to create learning experiences that make the subject matter meaningful to children.

CS 101, CS 102, CS 208, CS 210, CS 211, CS 301, CS 302, CS 309, CS 320, CS 323, CS 324, CS 325, CS 400, CS 413, CS 423

Outcome Statement II

Identify how children develop and learn and provide them with learning opportunities that support intellectual and social development in an environment that is sensitive and respectful.

CS 101, CS 102, CS 208, CS 210, CS 211, CS 301, CS 302, CS 309, CS 320, CS 323, CS 324, CS 325, CS 400, CS 413, CS 423

Outcome Statement III

Identify children's differences in their functional level and create instructional experiences that are adaptable and supportive of diverse functional levels, culture, ethnicity and socio-economic status and are inclusive of gender.

CS 101, CS 102, CS 121, CS 208, CS 210, CS 211, CS 301, CS 302, CS 309, CS 320, CS 323, CS 324, CS 325, CS 413, CS 423

Outcome Statement IV

Use a variety of instructional strategies that develop the critical thinking and problem-solving skills of children.

CS 208, CS 210, CS 301, CS 302, CS 309, CS 323, CS 324, CS 325, CS 413, CS 423

Outcome Statement V

Use formal and informal assessment strategies to ensure the continuous intellectual and social development of the learner. Use assessment data as a way of planning and implementing instruction.

CS 101, CS 102, CS 208, CS 210, CS 301, CS 302, CS 309, CS 320, CS 323, CS 352, CS 400, CS 413, CS 423
Outcome Statement VI

Form and foster collaborative relationships with parents, caregivers and colleagues that are supportive of each child’s functional level.

CS 101, CS 102, CS 121, CS 208, CS 210, CS 211, CS 301, CS 302, CS 320, CS 323, CS 324, CS 325, CS 400, CS 413, CS 423

Outcome Statement VII

Sustain a positive learning climate by implementing proactive intervention strategies, motivation and behavior that encourages a positive social learning environment, active engagement in learning and self-motivation.

CS 210, CS 301, CS 302, CS 324, CS 325, CS 352, CS 413, CS 423

Outcome Statement VIII

Cultivate becoming reflective practitioners who continually critique and evaluate the effect of their actions and choices on children and professionals in the learning process.

CS 101, CS 102, CS 208, CS 210, CS 211, CS 301, CS 302, CS 309, CS 323, CS 352, CS 400, CS 413, CS 423

Outcome Statement IX

Choose to continually seek opportunities for professional growth as lifelong learners by placing new ideas within the theoretical framework that already exists in their classrooms.

CS 101, CS 102, CS 121, CS 208, CS 210, CS 211, CS 301, CS 302, CS 309, CS 323, CS 324, CS 400, CS 413, CS 423
NEW YORK STATE CERTIFICATION REQUIREMENTS

For those applying for Initial Certification after February 1, 2004:

Requirements for New York State Certification

• Early Childhood Certification
• Childhood Certification
• Students with Disabilities: Early Childhood Certification
• Students with Disabilities: Childhood Certification

1. B.A. degree in approved program (child study)
2. Area of Concentration (30 credits)
3. Child abuse course*
4. Prevention of School Violence workshop*
5. Passing of New York State Teacher Certification examinations*:
   • Liberal Arts and Sciences Test (LAST)
   • Assessment of Teaching Skills-Written (ATS-W)
   • Multisubject Content Specialty Test (CST)
   • Students with Disabilities CST
6. Complete a fingerprinting packet.

*Students are responsible for keeping their child study records in a safe place. If we receive requests from current students or past graduates for extra copies of their paperwork, we will impose a nominal fee.
AFTERWORD

To be a member of the teaching profession continues to be one of the most notable of human endeavors. The Department of Child Study faculty at St. Joseph’s College takes enormous pride in our task of helping to prepare you to join our ranks. The course work, fieldwork and other College and state requirements discussed in the preceding chapters 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.

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 de-escalated, a child humanized or dehumanized.

- HAIM GINOTT