HANDBOOK
UNDERGRADUATE PROGRAM IN
EARLY CHILDHOOD EDUCATION
(B.S.)
GENERAL DESCRIPTION

Our program is a New York State-approved teacher education program and is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). Teacher candidates who successfully complete all required coursework, fieldwork, student teaching, and teacher certification examinations are awarded a Bachelor of Science degree in Early Childhood Education and are recommended by the School of Education of the City College of New York for New York State Teacher Certification (Birth-8 years).

Students are first admitted to City College as pre-majors, and then apply for admission to the Early Childhood Education Program after (1) passing a set of required courses at the mandated academic standard, (2) passing the School of Education Admission Test (SEAT), and (3) successfully completing a verbal and written admission interview with ECE faculty members. A grade point average of 2.8 is required for admission to the program.

The ECE Program curriculum requires students to take Pathways courses, a liberal arts co-concentration, and early childhood education teaching methods courses. Fieldwork is a required part of every education course, and is considered an essential component of coursework. Our program is a clinical program, which culminates in a semester-long student teaching internship that includes placement in two different age groups within the early childhood age range (Birth-8 years). Each placement is seven weeks long.

Once a student is admitted to the ECE Program, s/he is considered a teacher candidate. The ECE Program’s curriculum is designed to support and challenge our teacher candidates to become reflective teacher-practitioners. Upon completion of the program, we expect program participants to:

- be knowledgeable about young children’s development in and across all domains
- understand how to observe and record children’s behavior
- be capable of responding to the needs of diverse learners, including children with special needs
- design learning experiences based on observations of and interactions with young children
- deeply reflect about their teaching practices
• value the diversity of children, families, and colleagues
• make ethical and responsible decisions that prioritize the safety and well-being of children
• conduct themselves as professionals and work respectfully and collegially with others

In order to become New York State certified, ECE teacher candidates are required to submit a portfolio of their work with children (Teacher Performance Assessment – edTPA) and pass three New York State Teacher Certification Exams, as follows:

• Academic Literacy Skills Test (ALST)
• Educating All Students Test (EAS)
• Content Specialty Test (CST)

ECE teacher candidates are required to pass one of these exams* before beginning student teaching. Because students are expected to complete the edTPA during student teaching, we recommend:

1. Taking the ALST after passing either IAS 23324: Advanced Composition; or IAS 23304: The Essay; & attendance at ALST preparation workshops
2. Taking the EAS after passing all of the following: EDCE 20614; EDCE 22102; and EDCE 32304
3. Taking the CST Part One: Literacy and English Language Arts after having passed EDCE 40200; Part Two: Mathematics after having passed MATH 18004 & MATH 18504; Part Three: Arts & Sciences after having passed any course in Creative Expression a Life and Physical Sciences
4. Preparing and submitting the edTPA during student teaching.

*Be sure to indicate that test scores be sent to The City College of New York.

APPLYING FOR ADMISSION TO THE UNDERGRADUATE EARLY CHILDHOOD EDUCATION PROGRAM

Frequently Asked Questions:

Q. What are the requirements for admission to the ECE Program?
A. There is a GPA requirement, a coursework requirement, an admission test, and an admission interview.

Q. What is the required GPA for admission to the program?
A. You must have a 2.8 GPA at the time of your admission interview.

Q. Do I have to take the School of Education Admission Test?
A. Yes, you are required to take the SEAT and pass both the multiple-choice section and the essay. The passing score is 57. Students can attempt the test a total of three times. You must produce a passing score before your interview date.

Q. What courses do I have to take before my admission interview?
A. IAS 10000: Writing for Interdisciplinary Studies I and IAS 10100: Writing for Interdisciplinary Studies II; IAS 23324: Advanced Composition or IAS 23304: The Essay; any two Social Science courses, e.g., Anthropology, History, Economics, or an appropriate Interdisciplinary course; IAS 10400: Core Natural Science 1 or IAS 10500: Core Natural Science 2; SOC 38144: Sociology of Education; EDCE 20604: Theories of Development Applied to Early Childhood Practice; EDCE 20614: Development, Assessment, Teaching and Learning in Inclusive Settings. You are required to earn a grade of A, B, or C in each of these courses.

Q. Can I use transfer courses to meet the coursework requirement?
A. Yes, as long as you received grades of A, B, or C for the courses. However, you must take either EDCE 20604 or EDCE 20614 or SOC 38144 Sociology of Education at The Center for Worker Education.

Q. Why is an interview required?
A. Admission interviews are standard for professional degree programs. The faculty of the ECE Program created the interview requirement because the ECE Program confers a professional credential that leads to New York State certification.

Q. Who interviews applicants to the ECE Program, and what will they ask me?
A. Faculty in the ECE Program will interview you. Interviews take place during spring semesters only. Interview questions cover knowledge of child development theories, methods of observing and recording young children’s behaviors, and your experiences and motivations for becoming an early childhood teacher. The interview process lasts about three hours and includes writing two essays.

Q. If I am admitted to the ECE Program, when can I start taking ECE courses?
A. If you are admitted to the ECE Program, you become a "teacher candidate." The ECE coursework sequence starts in the Summer Session with EDCE 40500: Facilitating Children’s Artistic Development and EDCE 40600: Facilitating Children’s Musical Development. However, the gateway course for the ECE Program is EDCE 32304: Language Development and Emergent Literacy 1, which is offered in fall semesters only. Teacher candidates are required to pass this course before continuing in the ECE Program.
ECE PROGRAM CURRICULUM

The ECE Program curriculum consists of three groups of required courses:

1. Pathways General Education
2. Liberal Arts Co-Concentration
3. Early Childhood Education Courses

1. Pathways General Education

English Composition: (Common Core)
IAS 10000
IAS 10100

Mathematics & Quantitative Reasoning
MATH 18004
MATH 18504

Life and Physical Sciences
IAS 10400

World Cultures & Global Issues
SPAN 12104
SPAN 12204

U.S. Experience in its Diversity
HIST 12404
OR
PSC 10104

Creative Expression
ART 29104

Individual and Society
IAS 31292
OR
PSY 10204
OR
SOC 38144

Scientific World
IAS 10500

Speech Requirement
SPCH 11104

All Pathways General Education courses must be passed with a grade of C or higher.
2. Liberal Arts Co-Concentration

The New York State Education Department (NYSED) requires that candidates for teacher certification declare a Liberal Arts Co-Concentration as part of coursework for the bachelor’s degree in education. The purpose of this co-concentration is to give you an intellectually expansive college experience.

You may choose from the following co-concentrations:

**Literary, Media and Visual Arts**  The Concentration in Literary, Media and Visual Arts develops students’ knowledge of areas such as literature, creative writing, journalism, communications, film studies, theater, art, art history, and music. Courses situate literary and cultural texts, artistic movements, and media institutions within their historical, political, and cultural contexts, thus providing students with strong analytical and interpretive skills that will allow them to conceptualize social issues relevant to both the workplace and the world. This concentration is particularly well suited for students interested in careers or graduate school in writing, communications, publishing, museum studies, library science, law, education, and the arts. Total credits required: 32 (at least 20 must be completed in residence in the IAS Department)

**History, Politics and Society**  Courses in this concentration examine expressions of traditional, popular, and world cultures from the perspectives of anthropology, cultural studies, economics, gender studies, history, literary studies, philosophy, political theory, psychology and sociology. This concentration is particularly well suited for students interested in a well-rounded Liberal Arts education, which may lead to work in law, politics, education or the arts, among many other possibilities. Upon successful completion of this concentration, students will be able to interpret and analyze cultural, historical and political texts and investigate the institutions and legacies that continue to shape our understanding of culture and society today. Total credits required: 32 (at least 20 must be completed in residence in the IAS Department)

**Social Welfare**  The knowledge base for this concentration includes applications of psychology, anthropology, sociology, statistics, criminal justice and public health. Courses encompass social policy, history, human rights, epidemiology, community action and casework, social research, and counseling. A global perspective is fostered throughout the curriculum. Students learn to apply a social change perspective to working and advocating effectively within diverse, urban communities. Students who successfully complete the concentration are prepared to work in various fields, including public service, community-based education, entry-level social work or human resources, in the disabilities field, and many other human services. Upon successful completion of this concentration, students will be prepared to enroll in professional studies in social work, law, public health, or psychology. Total credits required: 32 (at least 20 must be completed in residence in the IAS Department)

**Disabilities Studies**  The Disabilities Studies concentration incorporates intersecting perspectives from the social sciences, humanities, science, social policy and the law. It takes
the perspective that disability is not inherent in the individual as a deficit, but rather, comprises a set of physical and social barriers that limit the experiences of certain individuals. This concentration is designed to prepare students for work as insightful educators, as services providers, for work in community-based agencies, and as advocates for people with disabilities. Total credits required: 32 (at least 20 must be completed in residence in the IAS Department).

**Childhood Studies** This concentration draws upon the fields of anthropology, literature, history, psychology, education, law, sociology and the natural sciences. Upon successful completion of the concentration, students will be able to use multiple disciplines to examine critical issues in the field, including health, education, disability, nutrition/obesity, law, the environment, human rights, and public policy. Total credits required: 32 (at least 20 must be completed in residence in the IAS Department).

Each of these concentrations require the following courses:

IAS 24200, IAS 23304, SPAN 22500

Each concentration also requires two Foundation courses specific to that discipline.

### 3. Early Childhood Education Courses

Only students who have been accepted into the program as Early Childhood Education majors may register for courses listed after EDCE 20604 and EDCE 20614.

**Teaching Methods Core:** ALL TEACHING METHODS COURSES REQUIRE FIELDWORK

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Early Childhood 1: Theories of Development Applied to Early Childhood Practice</td>
<td>EDCE 20604</td>
<td>4 CR</td>
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<tr>
<td>Early Childhood 2: Development, Assessment, Teaching and Learning in Inclusive</td>
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<tr>
<td>Settings</td>
<td>EDCE 20614</td>
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<tr>
<td>School, Family, Community</td>
<td>EDCE 22102</td>
<td>2 CR</td>
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<tr>
<td>Language Development and Emergent Literacy 1</td>
<td>EDCE 32304</td>
<td>4 CR</td>
</tr>
<tr>
<td>How Children Learn Math (prerequisites: MATH 18004 &amp; MATH 18504)</td>
<td>EDCE 32204</td>
<td>4 CR</td>
</tr>
<tr>
<td>Language and Literacy 2: Emergent to Fluent Literacy</td>
<td>EDCE 40200</td>
<td>2 CR</td>
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<tr>
<td>Social Studies in Early Childhood Settings</td>
<td>EDCE 40300</td>
<td>2 CR</td>
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<tr>
<td>Facilitating Children’s Artistic Development</td>
<td>EDCE 40500</td>
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<tr>
<td>Facilitating Children’s Musical Development</td>
<td>EDCE 40600</td>
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<tr>
<td>Science Methods in Early Childhood Education</td>
<td>EDCE 31904</td>
<td>2 CR</td>
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<tr>
<td>Student Teaching and Seminar in Early Childhood Education</td>
<td>EDCE 40800</td>
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<tr>
<td>Professional Seminar</td>
<td>EDCE 41900</td>
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Subtotal: 34 credits
IMPORTANT POINTS FOR EARLY CHILDHOOD EDUCATION MAJORS (TEACHER CANDIDATES)

Once accepted into the program, Early Childhood majors (teacher candidates) are expected to:

- Earn a grade of B- or better in Language and Literacy EDCE 32304. This is the gateway course for the ECE Program. For students accepted into the early childhood education major, academic performance in this course will determine whether they will be permitted to continue in the ECE Program.
- Meet each semester with the Program Manager/Advisor for academic advisement, before registering for the coming semester.
- Take the EDCE courses in the sequence prescribed by the program, and as clarified by the Program Manager/Advisor.
- Take all coursework for the ECE program at the Center for Worker Education. Professors at City College are responsible to the New York State Education Department for supervising ECE Majors' development as a teaching professional; therefore ECE Majors may not take EDCE courses at another college to fulfill requirements for the Program in Early Childhood Education at Center for Worker Education.
- Maintain a 2.8 grade point average to remain in the Undergraduate Program in Early Childhood Education.
- Conduct themselves in a manner befitting a professional in the field of Early Childhood Education.

*** If an ECE major (teacher candidate) experiences difficulty in a course or at a fieldwork site, it is that student’s responsibility to first request a meeting with the professor for the course, to discuss the matter in a timely manner, preferably before the College’s withdrawal deadline for the semester in which the difficulty occurs. If the teacher candidate is not satisfied with the outcome of this meeting, her/his next step is to contact the Program Director for Early Childhood Education. Should s/he not be satisfied by the outcome at this level, s/he may then contact the Department Chair for Interdisciplinary Arts & Sciences at the Center for Worker Education. It is of utmost importance that teacher candidates follow this sequence, in this specific order. It is inappropriate for students to contact other administrators before this sequence has been followed. Doing so is likely to significantly delay the resolution of the issue in question.
GUIDE TO STUDENT TEACHING

Student teaching is a critical component in preparing aspiring teachers to become effective full-time classroom instructors. With the guidance of your college supervisor and daily support of your cooperating teacher, student teaching provides an opportunity for making connections between what you learned in your course work and the everyday teaching practices in dynamic, urban classrooms with diverse student populations. By working with experienced cooperating teachers, student teachers can learn the instructional strategies, assessment practices, and classroom management skills that result in positive outcomes for children.

ECE faculty carefully select student teaching placements in schools that value children’s curiosity and drive to investigate the world. In these settings our teacher candidates experience community, diversity, collegial interactions between teachers, respect for families, growth, and professional development.

Because we have cultivated relationships with our student teaching partner schools, they know our teaching philosophy and enjoy working with our students. Our student teaching supervisors are experienced early childhood educators and teacher educators who are skilled at mentoring novice teachers. In working with teacher candidates, supervising faculty consider not only a student’s academic skills and abilities, but also her or his active participation in classrooms, initiative, relationships with mentoring teachers, and ability to receive and reflect upon constructive feedback.

Admission to Student Teaching

All students must have a passing score on one of the three NY State Teacher Certification exams before they may student teach. These include: Educating All Students (EAS), Assessment of Literacy Skills Test (ALST), or the Content Specialty Test (CST). The edTPA is typically completed during the student teaching semester.

Eligible teacher candidates may apply for student teaching in a fall or spring semester. Applications may be picked up at the reception desk. Completed applications must be submitted to Ms. Deborah Edwards-Anderson, ECE Program Manager. Please check the ECE webpages and the ECE bulletin board for application deadlines. Once a candidate’s eligibility for student teaching has been confirmed by the ECE Program Manager, the candidate will sign up for an interview with an ECE faculty member. Following the interview, ECE faculty members meet to discuss each candidate’s student teaching application. The candidate’s academic performance in the program, professional dispositions and interview data are all considered by ECE faculty members as they decide whether or not to approve a candidate for student teaching. A recommendation to admit or not to admit a candidate to student teaching will then be made to the Committee on Student Services of the School of Education. Candidates will receive final notification of approval or non-approval by the ECE Program Director.
**Student Teaching and Seminar**

Student teaching is a full semester (15 weeks), and consists of two placements in two different age groups within the span of early childhood (Birth-8 years):

1. Birth to Pre-Kindergarten
2. Kindergarten, first or second grade

Student teaching placements are full-day, four days a week.

In addition to the student teaching placements, you will participate in additional experiences to support your development as a teacher:

1. All student teachers participate in a weekly seminar at CWE. This will provide you with opportunities to engage in ongoing, in-depth conversations about your student teaching experiences. These discussions commonly focus on integrating theory with practice, including instructional strategies for addressing the individual academic and behavioral strengths and struggles of typically developing children and children with disabilities.

2. Professional relationships, job-seeking strategies, and portfolio development are also addressed in seminar discussions.

3. You will be supervised over the course of your student teaching placements. This will include observations of your teaching of four prepared experiences in your placement, post observation conferences, and reflections on your practice. You may also be expected to participate in periodic three-way meetings with your student teaching supervisor and cooperating teacher.

4. Attendance is mandatory for several Friday afternoon workshops at the City College main campus provided by the Office of Clinical Experiences and Student Teaching to fulfill the following New York State Certification requirements: Child Abuse Recognition; Violence Prevention; and Dignity for All Students Awareness. These are included in the 0-credit course EDUC 41900, for which all students are expected to register and take during their student teaching semester. The Office of Clinical Experiences and Student Teaching will distribute the schedule for these workshops at the beginning of each semester.

5. Whenever possible, you will be encouraged to visit other classrooms or schools to learn about a variety of teaching models and classroom/school environments.

These varied meeting structures are in place to provide multiple opportunities for you to develop essential skills, dispositions, understandings and self-awareness necessary to become an effective, successful early childhood educator.

**General Responsibilities of Teacher Candidates at the Student Teaching Placement Site**

*Communication with Student Teaching Supervisor and Cooperating Teacher*

Establishing and maintaining open lines of communication with your student teaching supervisor is essential for success in student teaching. The relationship should be reciprocal: You should be open to the supervisor's suggestions and the supervisor should be receptive to your questions.
It is important that on the first day you request an introductory meeting with your cooperating teacher to discuss his or her expectations of you. Choose an appropriate time to approach the cooperating teacher - early in the morning before children arrive is often a good time to talk. In this meeting, you are encouraged to seek information from the cooperating teacher, specifically, her or his curriculum, strategies for guiding and regulating children’s behavior, and means of assessing children’s work. Carefully observe the cooperating teacher’s strategies and methodologies and work toward actively providing assistance consistent with that teacher’s and the school’s policies and procedures.

Moreover, you will need to develop a relationship with your cooperating teacher, which allows you to make requests regarding your specific plans to work with children. Creating a regularly scheduled, recurring meeting time will allow both of you to prepare for planning and feedback sessions.

You will also be asked by the cooperating teacher to complete specific tasks or classroom activities. You are expected to work with children individually, as well as in small and large groups and lead planned learning experiences often and in coordination with the teacher’s goals and objectives. You are not expected to act as an administrative assistant for the lead teacher or in a housekeeping capacity. On the other hand, you are expected to be a part of the classroom team and provide the best possible learning environment for all children.

Should you have any concerns with regard to your cooperating teacher’s expectations, you should consult with your college supervisor to discuss how to most appropriately address these concerns. It is important that you feel comfortable discussing the cooperating teacher’s expectations with her or him.

*Attendance and Punctuality*

It is important that you arrive promptly when the school’s hours begin, or earlier if the cooperating teacher has asked you to do so, and sign in if the school requires this. You are advised to arrive in plenty of time to prepare for the school day. In the case of an unavoidable absence or lateness, you are required to contact the school by phone and provide the name of the cooperating teacher to the school secretary. You should also inform your college supervisor of the situation as soon as possible. In addition, you must make up for any missed time.

*Dress and Appearance*

As you will be working in a professional environment, it is important that you wear clothes that are in keeping with the professional environment of a school but comfortable enough to work with young children. Noting how the cooperating teacher and other teachers are dressed should provide you with a guideline. Dress codes for private school settings may differ from those of public school settings, so please take note of and accommodate these differences. It is important that you refrain from wearing attire that could potentially be distracting to the children and adults in the environment.
Professional Demeanor

It is important that you maintain a respectful, positive demeanor in your interactions with the children, the cooperating teacher, the school administrators, other staff, parents, and anyone present at the school. Any discussions in which you participate at the school, regarding the people and events at the school are considered private and confidential. These should only be shared with the college supervisor and seminar instructor. When you wish to discuss an issue in seminar, it is important that you refrain from identifying the school or anyone in it by name. You should reserve such comments for your college supervisor and seminar instructor, especially when you feel the need to express a difference of opinion or concern.

Evaluation of Your Experience

While your college supervisor will evaluate your experience in the student teaching placement site with input from the cooperating teacher, you will also be asked to evaluate your experience at the end of each placement. The information gained from your perspective will be used to improve the student teaching experience for future student teachers.

APPLYING FOR NEW YORK STATE TEACHER CERTIFICATION

(BIRTH-8 YEARS)

In order to become initially certified in New York State, all teacher candidates must take and pass the Academic Literacy Skills Test (ALST), the Educating All Students (EAS), the Content Specialty Test (CST) and the Teacher Performance Assessment (edTPA).

In order to hold a teaching or administrative position in New York State, a candidate must be certified by the New York State Education Department as having met the education, examination, and experience requirements necessary to teach a particular subject at the prescribed grade level. In New York City, candidates are also required to hold a license, issued by the NYC Department of Education. Certification ensures that all teachers in New York State are being held to high standards; that they have been adequately prepared, are competent, and have had the proper experience required for the position.

Our programs are designed to give our candidates the coursework needed to meet the certification requirements as set forth by the New York State Education Department. Candidates are encouraged to visit the Office of Teaching Initiatives website frequently to keep themselves abreast of all updates in regulations. http://www.highered.nysed.gov/tcert/

Completion of a state-registered program means that candidates have met at least the minimum education requirements for a NYS certificate in that particular area. On the NYSED website Certification Requirements page, this is referred to as the Approved Teacher Preparation Pathway. One of the requirements of the Approved Teacher Preparation Pathway is an Institutional Recommendation. An Institutional Recommendation means that the institution where you completed your Approved Teacher Preparation Program is verifying to the state that you have in fact completed an Education or Administration program which satisfies the State's requirements for certification in that particular area, as agreed upon in the program registration. The
recommendation comes in the form of a New York State application for certification, to be completed by the teacher candidate via the OTI TEACH system. Please be sure to indicate that you are requesting an institutional recommendation by selecting the Approved Teacher Preparation Program pathway. You may only request an institutional recommendation for a certificate in the subject area of the program you completed at the institution and for the certificate type for which the program is registered.

For more information, visit the School of Education Certification Office webpage http://www1.ccny.cuny.edu/prospective/education/certification/index.cfm or call 212-650-5590.