

EARLY CHILDHOOD & CHILDHOOD EDUCATION (B-6), B.S.ED.

Program Description

The Early Childhood (Birth-Grade2) and Childhood (Grades 1-6) degree provides students with the skills they need to teach children from Birth to Sixth Grade. Upon successful completion of this program, students will earn a B.S.Ed. degree and certification in both Early Childhood (B-2) and Childhood (1-6).

Medaille College's Education programs seek to prepare constructive thinkers for today and tomorrow's world. Teacher candidates are taught theoretical perspectives and practical applications of teaching. This ensures that graduates are prepared to successfully meet New York State Learning Standards in their classrooms. The generalist concentration embedded the Common Core Curriculum Learning Standards, Regents, Reform mandates, NY State Education department mandates, and Race to the Top content into the program in a coherent and consistent manner. Additionally, course content covers the performance indicators on the NYS Teacher Certification Exams (NYSTCE).

The B.S.Ed. in Early Childhood/Childhood (B-6) Education Generalist Concentration is rigorous in nature and provides students with multiple opportunities to engage in practical application of coursework. The literacy courses and the methods courses will have instruction delivered in 2 hours blocks to allow students supervised opportunities in area schools.

The teacher candidates in this program as with the other education programs will graduate

- knowing the subject matter in their certification areas;
- meeting the needs of diverse learners through effective pedagogy and best teaching practices;
- demonstrating scholarship supported by the use of technology;
- as caring and competent educators.

All students working toward New York State Certification will take coursework in the professional, field-centered curriculum. The program provides for completion of a campus-based course of study and clinical field experiences.

Program Goals

- To provide students with individual supervision and assessment during their course work and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills.
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, teaching techniques and principles of classroom management.
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies.
- To provide majors with an understanding of the foundations or educational practice and the philosophical, historical, social, psychological and pedagogical principles that guide instructional decisions.

- To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families.
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings.
- To develop positive and supportive classroom environments in which all students will be valued and successful.
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all children.
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning or current theory and research, and be problem solvers.
- To prepare teachers who understand, practice and model the highest standards of professional behavior and responsibility in their interactions with students, parents and other caregivers, school colleagues and the community.
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

Professional Dispositions

The Department of Education at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the Department of Education provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

Clinical Experiences

Candidates are required to complete a minimum of 150 hours of clinical experience. These foundational and intermediate clinical experiences will include meaningful engagement with children in Pre-kindergarten - Grade 6 to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course.

All students in initial certification programs are required to successfully complete a minimum of two culminating clinical student teaching placements. Undergraduate students must have satisfactorily completed all pre-requisites and have a minimum 2.5 GPA to participate in student teaching. For detailed student teaching information, go to <http://www.medaille.edu/student-teaching> (<http://www.medaille.edu/student-teaching/>).

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course EDU 482 Refocus for Success and repeat the student teaching experience.

Note: All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirement

Department of Education Undergraduate Dismissal Policy

All BSED majors must meet the NYSED mandated 2.5 CUM GPA at the conclusion of their sophomore year (completion of 60 credits). Students who do not meet this requirement will be dismissed from the Education major.

Students will also be dismissed from the program when referred to the Department of Education Professional Disposition Committee during any two semesters prior to their senior year (completion of 90 credits).

In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within 30 days following the end of the semester. This written appeal should be directed to the DOE Chair. Student's appeal will be carefully reviewed by the Chair based upon available evidence. Their decision regarding reinstatement is final.

In addition, a teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as

- physical or sexual abuse of a student or minor;
- sale, possession, or use of illegal drugs;
- any crime committed either on any school property or while in the performance of teaching duties; or
- other acts which bring into question the teacher candidate's "good moral character."

Degree earned: B.S.Ed.

Total number of credits: Generalist Concentration: 132-133

Certificate/licenses titles and types: Childhood 1-6/Early Childhood Birth-2

Credit Distribution

Students must receive a grade of C or above for all pedagogical and concentration courses. Otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.5 cumulative average to graduate.

Code	Title	Hours
General Education Core		
<i>Writing Courses</i>		

ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	

Critical Dialogues Course

INT 110	Introduction to Dialogues in Critical Thinking ¹	3
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American Dialogues Course

Select one course of the following:		3
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ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	

Creative and Reflective Dialogues Course

Select one course of the following:		3
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ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	

Sustainability Dialogues Course

Select one course of the following:		3-4
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BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	

Global Dialogues Course

Select one course of the following:		3
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ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	

Citizenship Dialogues Course

<https://apply.medaille.edu/apply/>

Select one course of the following:	3
GEN 411 Baccalaureate Capstone II	
INT 450 Capstone in Citizenship	
PSY 411 Psychology Capstone	
MAT 114 Intermediate Algebra (or higher)	3
MAT 125 Concepts in Mathematics I	3
SPE 130 Fundamentals of Public Speaking	3

Major Requirements

EDU 207 Dignity for All Students Act Seminar ²	0
EDU 210 Educational Foundations ³	3
EDU 223 Educational Psychology	3
EDU 240 Literacy I: Language Development and Pre-Emergent Literacy	3
EDU 241 Literacy II: Emergent to Early Readers and Writers	3
EDU 242 Literacy III: Transitional to Fluent Readers and Writers	3
EDU 340 Child Abuse, School Violence and Other Current Issues in Education ⁴	0
EDU 370 Methods of Language Arts with Children's Literature: Birth to 6th Grade	3
EDU 371 Methods of Mathematics: Birth to 6th Grade	3
EDU 372 Methods of Science and Technology: Birth to 6th Grade	3
EDU 373 Methods of Social Studies and Creative Arts: Birth to 6th Grade	3
EDU 375 Strategic Literacy Instruction for Diverse Learners: Early Childhood/Childhood	3
ESP 230 Introduction to Special Education	3

Student Teaching

EDU 378 Field Experiences and Seminars	3
EDU 478	12

Liberal Arts and Sciences Courses

Foreign Language I	3
MAT 201 Statistics and Society	3
HIS 140 Early United States History	3
PHY 104 Physical Science	3
PSY 100 Introduction to Psychology	3
PSY 210 Child Development	3

Computer Information Systems

CIS 175 Technology Applications in Education	3
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Generalist Concentration

ENG 205 Introduction to Literature	3
or ENG 215 Survey of World Literature	
ENG 210 Introduction to Creative Writing	3
ENG 375 Children's Literature: From Ancient Myth to the Digital Age	3
ENG 485 The English Language: Past, Present & Future	3
MAT 126 Concepts in Mathematics II	3
MAT 152 College Geometry	3
BIO 101 Introductory Biology	3
HIS 315 History of Ethnic America	3
HIS 402 The History of New York State	3
Select one course of the following:	3

ENG 305 British Literature I: Middle Ages to the 18th Century	
ENG 315 British Literature II: Late 18th Century to The Present	
ENG 325 Literature of the United States: Colonial to the Civil War	
ENG 335 Literature of the United States: Civil War through the 21st Century	
ENG 365 Multicultural Literature of the United States	

Total Hours **132-133**
1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Requires co-registration with EDU 210 Educational Foundations

3

Requires co-registration with EDU 207 Dignity for All Students Act Seminar

4

Requires co-registration with ESP 230 Introduction to Special Education

New York State Teacher Certification (NYSTCE)

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

Suggested Sequence

Course	Title	Hours
First Year		
First Semester		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
EDU 210/207	Educational Foundations	3
PSY 100	Introduction to Psychology	3
MAT 114	Intermediate Algebra	3
Hours		15
Second Semester		
American Dialogues		3
ENG 200	Advanced College Writing	3
ESP 230/EDU 340	Introduction to Special Education	3
SPE 130	Fundamentals of Public Speaking	3
HIS 140	Early United States History	3
MAT 201	Statistics and Society	3
Hours		18
Second Year		
First Semester		
Creative Dialogues		3
PSY 210	Child Development	3
BIO 101	Introductory Biology	3
ENG 205	Introduction to Literature	3
EDU 223	Educational Psychology	3
MAT 125	Concepts in Mathematics I	3
Hours		18
Second Semester		
Sustainability Dialogues		3
EDU 240	Literacy I: Language Development and Pre-Emergent Literacy	3

ENG 210	Introduction to Creative Writing	3
MAT 126	Concepts in Mathematics II	3
HIS 315	History of Ethnic America	3
CIS 175	Technology Applications in Education	3
Hours		18
Third Year		
First Semester		
PHY 104	Physical Science	3
EDU 241	Literacy II: Emergent to Early Readers and Writers	3
ENG 375	Children's Literature: From Ancient Myth to the Digital Age	3
MAT 152	College Geometry	3
Foreign Language		3
ENG 305/315/325/335/365	British Literature I: Middle Ages to the 18th Century	3
Hours		18
Second Semester		
EDU 378	Field Experiences and Seminars	3
Global Dialogues		3
EDU 242	Literacy III: Transitional to Fluent Readers and Writers	3
ENG 485	The English Language: Past, Present & Future	3
HIS 402	The History of New York State	3
EDU 375	Strategic Literacy Instruction for Diverse Learners: Early Childhood/Childhood	3
Hours		18
Fourth Year		
First Semester		
INT 450	Capstone in Citizenship	3
EDU 370	Methods of Language Arts with Children's Literature: Birth to 6th Grade	3
EDU 371	Methods of Mathematics: Birth to 6th Grade	3
EDU 373	Methods of Social Studies and Creative Arts: Birth to 6th Grade	3
EDU 372	Methods of Science and Technology: Birth to 6th Grade	3
Hours		15
Second Semester		
EDU 478-E	Student Teaching (B-6) and Seminar	6
EDU 478-C	Student Teaching (B-6) and Seminar	6
Hours		12
Total Hours		132

Please Note: The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.