

Teaching the World's Young Children

**The Early Childhood Undergraduate Program at Brooklyn
College**

A Handbook for Field Experiences

Fall 2008

Early Childhood Program
Brooklyn College
2309 James Hall
718-951-5205

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Introduction

Dear Student of Early Childhood Education,

Welcome to the Early Childhood Program at Brooklyn College. There is no more important work than to teach and care for young children and the program at Brooklyn College will prepare you well. You are entering an exciting field of study leading to many opportunities once you graduate.

We believe that we learn to teach by doing so, therefore each of the Early Childhood courses involves a field experience allowing you to put into practice what you are learning in the College classroom. Each of our faculty members pays careful attention to the placement of students into experiences where you will learn about children and environments in which they grow and develop. Throughout your field experiences you will be involved with children from Birth – grade 2 in a variety of centers and schools.

Enjoy your journey into the field of Early Childhood Education.

Sincerely,

Mary DeBey, Ph.D.
Program Coordinator

Brooklyn College School of Education Mission Statement

The School of Education at Brooklyn College prepares teachers, administrators, counselors, and school psychologists to serve, lead and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with Liberal Arts and Sciences faculties and in consultation with local schools in order to provide our students with the opportunity to develop the knowledge, proficiencies and understandings needed to work with New York City's racially, ethnically and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices and technologies, and that focuses on the individual learner's needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.

The Early Childhood Program: An Overview

The Program in Early Childhood Education prepares teachers to understand and to respond to young children of diverse cultural, social and language backgrounds, and with a variety of learning needs and styles. The first eight years of life are filled with new beginnings, when attitudes towards learning and social engagement are first shaped. Early childhood teachers, in concert with families and with the cultural and social environments that support children's growth, are meaningful contributors to this process. Central to the program's philosophy is the development of teachers who are advocates for culturally and developmentally appropriate practices in early childhood education, and who promote social justice within classroom and community settings. Addressing early childhood education through the prism of the urban environment, the program focuses on developing teachers' ability to meet the challenges, and to envision the possibilities of working with young children and families in multicultural settings.

School Of Education Conceptual Framework

The Conceptual Framework offers an overview of the salient themes that reflect the most pressing commitments of our faculty and the philosophical orientations of the School of Education. We are committed to prepare our candidates to use integrated methodologies; therefore, technology is infused throughout our coursework. The themes are:

**Collaboration
Diversity**

**Social Justice
Critical Self Reflection**

Required Undergraduate Coursework

Core Requirements

Brooklyn College general education or core requirements are required of all students at the College.

Education Courses

In our commitment to the inclusion of children with special needs, all Early Childhood Courses cover general and special education. The following are required of all early childhood students:

Education 16 The Art and Philosophy of Teaching

Education 34 Urban Children and Adolescents

Education 36.11 Social Studies in Early Childhood Education

Education 37.11 Development of Language and Literacy in Young Children:

Education 39 Early Education and Care of Infants and Toddlers: General and Special Education

Education 40.1 Literacy Teaching and Learning in Early Childhood

Education 43.1 Arts in Early Childhood Curriculum

Education 44.1 Teaching Mathematics in the Early Years

Education 45.1 Science Inquiry for Young Children

Education 74 Seminar and Comprehensive Student Teaching in Early Childhood

Additional courses

All early childhood students must take

Psychology 24.5 Psychological and Developmental Disorders of Childhood OR

Health and Nutrition Sciences 31 Child Development: Typical and Atypical

AND

Speech 12 Survey of Speech, Language, and Hearing Disorders

Liberal Arts Concentration or An Additional Major

Students must complete a liberal arts and sciences concentration of 30 credits or an additional major. Students may concentrate in the following areas: American studies, anthropology and archaeology, art, children's studies, classics, environmental studies, English, general science, health and nutrition sciences, history, Judaic studies, mathematics, modern languages and literatures, music, philosophy, political science, psychology, Puerto Rican and Latino studies, sociology, theater, and women's studies.

Undergraduate Dual Certification

Students may obtain dual certification for early childhood education teacher and teaching students with disabilities in early childhood by completing:

Education 51.11 Foundations and Pedagogy in Early Childhood Special Education

Education 51.12 Environments and Curriculum Adaptation for Young Learners with Special Needs

Within the course work and their student teaching semester they will have field experiences and student teaching in settings for students with disabilities in early childhood education.

For students in the early childhood dual certification program 51.11 is paired with: Psychology 24.5 or Health and Nutrition Sciences 31; and 51,12 is paired with Speech 12.

Field Experience Placement Procedures

Each of the Early Childhood undergraduate courses has a field work component. The professor in each class will arrange for a placement where you can apply what you are learning in the class. Each week you will attend field placement, log your hours on the attached sheet and obtain the teacher's signature. The log of hours will be collected at the end of the semester by your professor. You will not receive a grade until you have submitted your hours.

FIELD EXPERIENCE GUIDELINES

Students who are removed from the field experience placement for unethical and other professional reasons may be removed from the class.

The following policies are the professional expectations of all early childhood teachers in field and student teaching placements.

Confidentiality

Student may have access to a great deal of information about students. All information about students, both formal and informal must be treated as confidential and never repeated outside of a student teacher's conversations with the cooperating teacher.

Professional Dress

Students are expected to dress in a professional manner in their school sites. Expectations for "professional" dress vary from school to school and even from grade to grade. Students should check with their Cooperating Teachers to determine how they will be expected to dress.

Classroom Rules and Regulations

All students are expected to support the school's "rules and regulations" and support the specific routines and expectations of the classroom teacher.

Health and Safety

The safety and well-being of the young children is of primary importance. As a student, you should never work unsupervised or alone with the children.

Photographing Children and the School

Ask permission before taking photographs or using audio tapes. Prior permission from the teacher, director, principal, and parent is most often required.

HOLIDAYS AND SCHOOL CLOSINGS

Because the schools in which students are working have different holidays and vacations, the calendars of the schools and the College may vary. Work out with the professor how you will make up the hours which you miss.

Absences

If a student is unable to come to their site on an assigned day due to an emergency, they must immediately call the school and/or the cooperating teacher. E-mail your professor. All absences must be made up in conjunction with the professor. If a student has more than 2 unexcused absences, they may be removed from the site.

Arrival

Student teachers should arrive promptly at their site. Each day, they will sign in at the site and maintain an accurate Brooklyn College time sheet that is signed by the teacher. Promptness is a required minimum professional expectation.

Ethics

In order to develop and sustain an appropriate degree of professionalism, student teachers should set an example for students-physically, intellectually, emotionally and ethically.

Cell phones, pagers, etc.

Electronic devices need to be turned off while you are at field placement.

NAEYC CODE OF ETHICAL STANDARDS

The Brooklyn College Early Childhood Program adheres to the National Association for the Education of Young Children's (NAEYC) Code of Ethical Standards which states:

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Ensure that programs for young children are based on current knowledge of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Maintain high standards of professional conduct.
- Recognize how personal values, opinions, and biases can affect professional judgment.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

Brooklyn College Early Childhood Program Log of Hours

Course _____ Professor _____

Name _____ E-Mail _____

Telephone _____ Semester _____

Placement _____

Age Level (Circle age group): Infant/Toddler 3-5 years Kindergarten 1st/2nd Grade

Date	Time Arrived	Finished	Hours	Teacher Signature

Total number of hours _____ Student Signature _____

Make a copy for your records and submit to your professor.

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Dear Cooperating Teacher,

This letter serves to introduce _____,

who is an Early Childhood student at Brooklyn College. At Brooklyn we believe that we learn to teach by doing so. Therefore each of our Early Childhood courses involves a field experience allowing our students to put into practice what they are learning at the College. Your involvement allows us to create rich diverse experiences for our students. We are most grateful.

While in your classroom Early Childhood students are expected to observe and also participate with the children. In addition they may be required to carry out activities that go along with what they are studying. The student will ask to meet with you to discuss their plans.

Thank you again for your valuable contribution to our program. If you have any questions, please feel free to contact the professor teaching the class or myself.

Sincerely,

Mary DeBey, Ph.D.
Program Coordinator