

# PSYCHOLOGY BA/EARLY CHILDHOOD EDUCATION, MST

This accelerated dual-degree program combines the BA in Psychology with one of two MST Programs in the School of Education; the MST in Early Childhood Learning and Development (ECDL) **with single certification** to work with children Birth – Second Grade or the MST in Early Childhood Learning Development and Intervention (ECDLI) **with dual certification** to work with children Birth – Second Grade and Students with Disabilities (Birth – Second Grade).

This program will prepare graduates to take on the many roles in early childhood, including classroom teachers, developmental specialists, home visitors, and family support professionals.

Students who are currently enrolled in the BA in Psychology can apply for admission into the Psychology BA / Early Childhood Education MST Combined Degree Program during the Spring semester of their Junior year or after they have completed 75 credits and are enrolled for an additional 15 credits. Upon acceptance, students will enroll in the program Fall of their Senior Year.

The combined degree program is intensive. It requires students to not only begin graduate-level coursework during their senior year at the university but also to complete required classroom fieldwork and a variety of NYSED examinations for teacher certification. The 5-year program of study closes with a full-semester of teaching in an early childhood education setting. Given the rigor of the program, acceptance requirements consist of the following:

- **An assessment of the transcript:** Students are required to have a minimum GPA of 3.0 for full admission to the School of Education graduate program.
- **An application.** The application will highlight current and projected courses to complete the undergraduate degree by the end of the fourth year. Additionally, candidates will highlight relevant extracurricular activities, community service, employment, or personal circumstances.
- **Personal Statement:** A 500-word essay on the student's goals and motivation to work with young children and their families will be required for applicants to this program. This formal essay should demonstrate the student's passion for teaching, evidence of persistence, ability to adapt and overcome obstacles, perception of what they need to be successful in their field, and any career plans or objectives.
- **Letters of Recommendation.** One letter of recommendation from an instructor in the content area the applicant wishes to teach is required. An optional recommendation is welcome from instructors in other content areas, a high school teacher, an employer, a staff member, someone who has witnessed the applicant's work with children/youth in another setting, or another mentor.

Applicants will be evaluated by faculty in the School of Education, in partnership with the Office of Centralized Advising, and be informed of an admissions decision by the end of the spring semester of Junior year.

Note that both BA and MST degrees are awarded at completion of MST program.

## Psychology BA & Early Childhood Development & Learning MST (Single Certification)

Course	Title	Credits
<b>Year 4</b>		
<b>Fall</b>		
PSY 308	History of Psychology	4
Any PSY Elective		3-4
ED 702	Understanding Young Children: Development and Developmental Transactions	3
ED 703	Family Professional Partnerships: Theories and Practices	3
Open Elective		3
EDG 511A	Child Abuse and Violence Prevention	0
<b>Credits</b>		<b>16-17</b>
<b>Spring</b>		
PSY 375	Lifespan Development Psychology	4
Open Elective		3
ED 704	Blended Curricular Approaches in Early Childhood	3
ED 650	Research/Theory in Developing Literacy	3
Open Elective		3
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
<b>Credits</b>		<b>16</b>
<b>Summer</b>		
ED 712	Developmentally Appropriate Early Childhood Assessment Practices	3

ED 706	Creating Responsive Early Childhood Environments	3
<b>Credits</b>		<b>6</b>
<b>Year 5</b>		
<b>Fall</b>		
ED 708	Early Childhood Arts, Humanities, and Social Studies: Processes and Practices	3
ED 701	Issues and Trends in Early Childhood Development, Learning, and Intervention	3
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
Dyson Open Elective (Advised for Financial Aid)		3
<b>Credits</b>		<b>12</b>
<b>Spring</b>		
ED 709	Early Childhood Mathematics Development and Scientific Inquiry: Processes and Practices	3
ED 714	Student Teaching in Inclusive Early Childhood Education Classrooms	3
ED 690	Teacher as Researcher	3
<b>Credits</b>		<b>9</b>
<b>Total Credits</b>		<b>59-60</b>

**STUDENT TEACHING**

In addition to the 100 clock hours of fieldwork, students will complete a full time internship for 14 weeks in Preschool, Kindergarten OR First / Second Grade with an accompanying student teaching seminar (ED 714).

Prior to Student Teaching, students must do the following:

- Complete 100 hours of classroom observations
- Complete workshop on child abuse/violence prevention (EDG 511A)
- Complete DASA workshop (EDG 511D)
- Complete course deficiencies (if applicable)
- Take CST Teachers of Early Childhood

Prior to being recommended for certification, students must successfully complete all coursework and the following:

- EAS (Educating All Students)
- CST in Teachers of Early Childhood
- Teacher Performance Assessment (TPA)

## **PSYCHOLOGY BA & EARLY CHILDHOOD DEVELOPMENT, LEARNING & Intervention MST (Dual CERTification)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
<b>Year 4</b>		
<b>Fall</b>		
PSY 308	History of Psychology	4
PSY Major Elective		3-4
ED 702	Understanding Young Children: Development and Developmental Transactions	3
ED 703	Family Professional Partnerships: Theories and Practices	3
Open Elective		3
EDG 511A	Child Abuse and Violence Prevention	0
<b>Credits</b>		<b>16-17</b>
<b>Spring</b>		
PSY 375	Lifespan Development Psychology	4
Open Elective		3
ED 704	Blended Curricular Approaches in Early Childhood	3
ED 650	Research/Theory in Developing Literacy	3
ED 710	Development Promotion and Intervention: Prenatal through Toddlerhood	3

EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
<b>Credits</b>		<b>16</b>
<b>Summer</b>		
ED 713	Early Childhood Internship	3
ED 712	Developmentally Appropriate Early Childhood Assessment Practices	3
ED 706	Creating Responsive Early Childhood Environments	3
<b>Credits</b>		<b>9</b>
<b>Year 5</b>		
<b>Fall</b>		
ED 708	Early Childhood Arts, Humanities, and Social Studies: Processes and Practices	3
ED 701	Issues and Trends in Early Childhood Development, Learning, and Intervention	3
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
Dyson or SOE Open Elective (Advised for Financial Aid)		3
<b>Credits</b>		<b>12</b>
<b>Spring</b>		
ED 709	Early Childhood Mathematics Development and Scientific Inquiry: Processes and Practices	3
ED 714	Student Teaching in Inclusive Early Childhood Education Classrooms	3
ED 690	Teacher as Researcher	3
<b>Credits</b>		<b>9</b>
<b>Total Credits</b>		<b>62-63</b>

## STUDENT TEACHING

In addition to the 150 clock hours of fieldwork, students will complete a full time internship for 14 weeks in an inclusive Preschool, Kindergarten or First / Second Grade with an accompanying student teaching seminar (ED 714).

Prior to Student Teaching, students must do the following:

- Complete 150 hours of classroom observations
- Complete workshop on child abuse/violence prevention (EDG 511A)
- Complete DASA workshop (EDG 511D)
- Complete course deficiencies (if applicable)
- Take CST Teachers of Early Childhood

Prior to being recommended for certification, students must successfully complete all coursework and the following:

- EAS (Educating All Students)
- CST in Teachers of Early Childhood
- CST in Teaching Students with Disabilities
- Teacher Performance Assessment (TPA)