Medgar Evers College of The City University of New York
Education Department
1650 Bedford Avenue
Room 1007
Brooklyn, NY 11205
718 270 4910

We prepare change agents for classrooms, schools and communities who educate to liberate.

Application for Admission to the Bachelor of Arts Programs

Part I: Applicant Information

(Please Type or Print Legibly)

Name: _____

Address: _____

City/ State/ Zip: _____

Last four digits of SS#: _____

Telephone#: (Day) _____ (Evening) _____

E-mail Address: _____

Indicate the Bachelor of Arts Degree Program that you are applying to:

[ ] Childhood Education
The Childhood Education Program prepares candidates to teach in grades 1 through 6. Completion of the program leads to certification in childhood education.

[ ] Childhood Special Education
The Childhood Special Education Program prepares candidates to teach in grades 1 through 6 in general and inclusive settings. Completion of this program leads to dual certification in childhood education and teaching students with disabilities at the childhood level.

[ ] Early Childhood Special Education
The Early Childhood Special Education Program prepares candidates to teach children birth through grade 2 in general and inclusive settings. Completion of this program leads to dual certification in early childhood education and teaching students with disabilities at the early childhood level.

All BA programs in the Education Department require candidates to complete a 30 credit concentration in one of the following areas: English, Mathematics, Science or Social Sciences. Applicants who are applying for admission to the BA program in Early Childhood Special Education have the option of completing a double major in Psychology.

Indicate your prospective concentration area:

[ ] English [ ] Mathematics [ ] Science [ ] Social Science
[ ] Psychology Double Major *(Early Childhood Special Education Program Applicants only)*

Part II: Academic History/ Profile

1. List all prior colleges attended, dates of attendance, credits completed and/or degree received.

College Name	Dates of Attendance	# of Credits Completed or Degree Received
	-	
	-	
	-	

2. Indicate the number of credits completed to date (*do not include current semester's credits*): _____

3. Indicate the number of credits you are taking this semester: ___; and the titles of the courses:

(e.g. EDUC 102 [2 credits]) _____ [___credits] _____ [___credits]
_____ [___credits] _____ [___credits] _____ [___credits]
_____ [___credits] _____ [___credits] _____ [___credits]

4. Indicate the number of credits you have completed in your concentration area to date: ___

5. Indicate all CUNY Assessments completed and dates of completion.

	[ ] Reading	[ ] Writing	[ ] Mathematics	[ ] CPE	[ ] ESL
Dates					

Part III: Professional Experience

1. Are you currently employed? [ ] Yes [ ] No

2. Employment Information
   Current Employer: _____
   Position: _____
   Name of Supervisor: _____ Telephone: _____
   Address _____
   City_____ State_____ Zip Code _____

3. Have you ever worked (paid employment or volunteer service) with children? [ ] Yes [ ] No
   If yes, in what title/ capacity? _____ *Dates:* _____ *Age of Children:* _____

   Briefly describe duties/services:

Part IV: Additional Application Requirements

1. Essay

Select one (1) of the following options and write a short essay (200-400 words).

a. Discuss your overall development and performance in relation to the Unit Standards; your areas of strength and weaknesses and your plan for meeting the Standards.

b. Discuss your overall development and demonstration of the Unit Dispositions; your area(s) of weakness and your plan for addressing them.

c. The Unit prepares candidates to become change agents, committed to transforming themselves, their schools and their communities. Discuss what transformations have occurred for you in your development towards becoming a teacher.

Essays must be typed-written

2. The following documents must be submitted with this application. Failure to submit all requested documents will result in a delay of processing your application.

[ ] A copy of your current transcript
[ ] Transfer students only- A copy of your Advanced Standing Form that indicates the grades received in courses taken at other institutions.
[ ] A copy of your NYSTCE/ LAST Score Report
[ ] A copy of your Bursar's receipt for the current semester
[ ] Your application essay
[ ] Completed Dispositions Self Assessment (with supporting documents)

3. You will be required to make a short presentation of your Initial Portfolio at the Admission Interview. In addition to the work from Liberal Arts and Education Courses that reflect your performance and development in relation to Unit Standards, your portfolio must include the following documents:

- Educational Autobiography (EDUC 102)
- Observation Paper (EDUC 501)
- Disability Mock Conference Presentation/ Paper (EDUC 152)
- Observation Paper (EDUC 502)
- Webquest (Printed copy) (EDUC 350)

These documents must be accompanied by the course instructor's rubric or scoring criteria and indicate your grade for the assignment.

Attestation Statement

I attest that I am a matriculated student at Medgar Evers College. I have carefully reviewed and completed all of the items in this application for admission to my selected BA degree program. The information that I have provided is true and accurate.

Applicant Signature: _____ *Date:* _____

For Education Department Use Only

Admission Criteria

	Comments	Met/ Unmet
Pass all CUNY Assessments		
Complete at least 60 and no more than 90 credits		
CPE		
NYSTCE LAST		
Complete grades of C or better in Core and EDUC courses		
Minimum 2.7 GPA (Cumulative)		
6 Credits in MTH/ 2.7 Minimum GPA MTH 120/130 / | MTH 136 | MTH 231 | MTH 220		
3 Credits in SCI/ 2.7 Minimum GPA BIO 101 | PHS 101		
9 Credits in ENGL/ 3.0 Minimum GPA ENGL 112 | ENGL 150 | ENGL 209		
Admissions Interview: *Date:* ____/____/_____ *Committee Members*:		
Portfolio		
Dispositions Assessment		

Decision: [ ] Acceptance [ ] Denial [ ] Conditional (Needs Waiver)
Explanation

Program Mentor Assigned: _____
Concentration Mentor: _____
Application Reviewed by: _____ Date: _____

Medgar Evers College
The City University of New York
EDUCATION DEPARTMENT
Assessment Point1: Entrance to BA Program
CANDIDATE DISPOSTIONS SELF-ASSESSMENT

Candidate: _____ Program: _____

Indicate a rating for each disposition using the descriptions below each disposition as the basis for your self assessment. Indicate evidence you will provide to support your demonstration of each disposition and make any additional comments in the space provided. Attach evidence to the completed assessment form. If the evidence will be included in your portfolio, indicate the section and page number of the evidence in the space provided.

Ratings

0. Unsatisfactory- no demonstration of desired behaviors; relationships with others are negative;
1. Emerging- limited and/or inappropriate demonstration of desired behaviors; needs improvement
2. Competent- adequate demonstration of desired behaviors; needs improvement
3. Exemplary- consistent demonstration of desired behaviors

Department Dispositions	Rating	Evidence
1. Enthusiastic about learning and teaching • *maintains positive attitude in classes/field* • *offers ideas, and opinions* • *envisions self as teacher* • *independently extends own learning* • *seeks opportunities for professional development* • *positively contributes to the learning of others* • *understands the role of standards*		
2. Respects diversity • *values other perspectives, ideas, opinions, cultures* • *responsive to individual differences*		
3. Reflects on practice • *analyzes and assesses own learning or performance*		
4. Believes in social justice, is ethical and honest • *promotes equal opportunity and access* • *is trustworthy with others*		
5. Resourceful and responsible • *completes assignments in a timely fashion in accordance with requirements* • *is punctual; attends classes, meetings* • *willing to explore new ideas; problem solves*		
6. Open to constructive critique • *recognizes personal limitations* • *makes adjustments to personal practice*		
7. Builds rapport with the learning community • *works well with others* • *open to feedback, offers feedback* • *interacts in a respectful manner*		
8. Caring and committed • *dedicated to the profession and children*		

Candidates who perform at the unsatisfactory and/or in area of the dispositions assessment are required to meet with their mentor and/or Department Chairperson to discuss the assessment and develop a plan for improvement. The plan will be monitored by the mentor. If a candidate does not demonstrate improvement, or fails to adhere to the plan, a letter of concern will be sent to the candidate and a meeting will be held with the Department Chairperson. Candidates who perform at the competent level in any area of dispositions assessment will be responsible for independently enhancing/monitoring their performance in the indicated area(s).

Comments:

Candidate Signature: _____

Instructor Signature: _____ Date: _____/_____/_____

Candidates should retain a copy of the completed assessment for their records. A copy of this form will be maintained in the candidate's file.

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Appendix A-Initial Portfolio Requirements

INITIAL PORTFOLIO REQUIREMENTS

Education Degree Candidates are required to develop an initial professional portfolio in EDUC 102. The initial portfolio is organized around the eight Unit Standards; contains evidence of your development of professional knowledge, skills, and dispositions; and includes reflective essays which you will discuss your development and performance in each standard area. Candidates must continue to demonstrate evidence of their development and performance by collecting and reflecting on evidence in their portfolios. **Upon application to the BA program, candidates are required to present their Initial Portfolio.**

The table below provides a detailed list of the types of evidence that can be included in your portfolio. **Part IV of the BA Application indicates all required evidence that must be included in your portfolio.**

Unit Standards	Suggested Sources/Types of Evidence
Knowledge Candidates possess a comprehensive understanding of the Liberal Arts and Sciences and Education foundations content, concepts and modes of inquiry and make connections among disciplines.	Papers/essays on historical, economic, sociological, legal, philosophical, and psychological understandings of education/schooling; Case studies of students; children;
Personal and Global Consciousness Candidates examine, deconstruct, and reconstruct their own and others' beliefs, values and perspectives to understand their own cultures and to develop empathy and acceptance towards others' cultures.	Educational autobiography; Case studies, Work from HIS or SSC courses
Analytical Ability Candidates effectively and comprehensively deconstruct texts to uncover hidden meanings, to make connections, to draw inferences and to develop multiple perspectives toward various ideas and issues.	Critical Essays; Work form ENGL courses
Creativity Candidates conceptualize, design, and develop imaginative and innovative work.	Lesson Plans; Webquest; ART courses
Professionalism Candidates adopt a reflective practitioner stance toward teaching, learning, and collaboration with parents, colleagues and students that embraces inquiry, reciprocity and critique.	Philosophy statements; learning Logs; Journals; Critical Essays; Early Field Experience Observation reports; Dispositions Assessment
Effective Communication Candidates speak and write in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency in numeracy.	Essays, Papers,
Collaboration Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships.	Collaborative Projects/Presentations
Commitment and Care Candidates practice social justice, with others, believe that all children can learn, hold high expectations themselves, and carry out sustained commitment to teaching and learning.	Self Assessment; Disposition Assessment

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Appendix A-Initial Portfolio Requirements

Evidence
Evidence should demonstrate that you are developing or demonstrate related professional knowledge, skills and/or dispositions. You may select evidence from your EDUC courses, Liberal Arts courses, or concentration courses.

Reflective Essay
The Reflective Essay discusses why and how the particular piece of evidence is demonstrative your development in this area.

You should use the description of each area of the Standards to support your explanation.
In writing the essay, consider and address the following:

1. Where did this evidence come from? (Course Name and Number, Description of the Assignment; particular activity that you engaged in)
2. What were you asked to do? What was the purpose of the activity?
3. What knowledge, skills and or dispositions did you achieve in completing the assignment or participating in the activity?
4. What did you learn?
5. What does the evidence say about your abilities? (Emerging, competent or exemplary)
6. What did you learn that would help you as a teacher?
7. What will you do next time?

If you do not have evidence for a Standard, you are still responsible for writing a reflective essay about your understanding of the standard as it relates to your development as a teacher.
In writing this essay, consider and address the following:

1. Given the definition/description of the Standard, how do I see myself developing as a teacher in this area?
2. What are your strengths and weaknesses in this particular area?
3. What will you do to capitalize on your strengths and strengthen your weaknesses?

Formatting

1. Use a three ring binder to organize your evidence.
2. All pages must be sequentially numbered.
3. A Table of Contents must be included.
4. Put your name on the Spine of the binder.
5. Do not put your evidence or reflective essays in plastic paper sleeves.

Submission/Presentation
Reflective essays must be typewritten, double-spaced and use 12-point type font. Written work must be clear, free of spelling errors, and accurate.