

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Early Childhood Special Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements

2. **From:**

**Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
- ~~5. An essay outlining career goals.~~
- ~~6. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
7. Two letters of recommendation.
8. Participation in an interview.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with

a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

#### **The 36-Credit M.S.Ed. Program in Early Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3

<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**The 36-Credit M.S.Ed. Program Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and	3

	Linguistically Diverse Childhood Students with Disabilities	
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
5. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
6. Two letters of recommendation.
7. Participation in an interview.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
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3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.

2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
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### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

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<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3

<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**The 36-Credit M.S.Ed. Program Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings:	3

Grades 1 to 6		
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
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<p><i>NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.</i></p>		

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

#### 4. **Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

#### 5. **Date of departmental approval: December 2, 2020**



**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Childhood Special Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements

2. **From:**

**Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

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- ~~5. An essay outlining career goals.~~
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7. Two letters of recommendation.
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Learning Problems		
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### **Graduation Requirements**

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<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**The 36-Credit M.S.Ed. Program Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3

<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
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<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
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**EDS 720** Student Teaching Seminar

3

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**4. Rationale:**

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**5. Date of departmental approval: December 2, 2020**

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Students with Disabilities  
Grade 7-12 Generalist**

Hegis Number: 0808

Program Code: 25829

Effective Term: Fall 2021

**1. Type of Change:**

**2. From:**

**Admission Requirements to the 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching in a content area at the grades 7-12 level, or 6 semester hours at the graduate or undergraduate levels in each of the following subject areas: mathematics, English language arts, social studies, and science. Students who do not meet this admission requirement may be advised to take additional coursework as co-requisites to the program to remediate any academic deficiencies.
- ~~4. An essay outlining career goals.~~
- ~~5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
6. Two letters of recommendation.
7. Participation in an interview.

**Continuation Requirements for Students in the Special Education Sequences of Study**

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### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

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### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
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### **The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist:**

		Credits
<b>EDS 712</b>	The Adolescent with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 714</b>	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
<b>EDS 716</b>	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities	3

## in Inclusive and Specialized Settings

<b>EDS 720</b>	Student Teaching Seminar	3
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<b>ESC 519</b>	Teaching Science in Middle and High School	3
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<b>ESC 532</b>	Teaching Mathematics in Middle and High School	3
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<b>ESC 533</b>	Teaching World History in Middle and High School	3
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Or

<b>ESC 534</b>	Teaching U.S. History and Government	3
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<b>EDR 713</b>	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3
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*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching in a content area at the grades 7-12 level, or 6 semester hours at the graduate or undergraduate levels in each of the following subject areas: mathematics, English language arts, social studies, and science. Students who do not meet this admission requirement may be advised to take additional coursework as co-requisites to the program to remediate any academic deficiencies.

4. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
5. Two letters of recommendation.
6. Participation in an interview.

#### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

#### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

**Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

**Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

**The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist:**

		Credits
<b>EDS 712</b>	The Adolescent with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 714</b>	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
<b>EDS 716</b>	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>ESC 519</b>	Teaching Science in Middle and High School	3
<b>ESC 532</b>	Teaching Mathematics in Middle and High School	3

<b>ESC 533</b>	Teaching World History in Middle and High School	3
Or		
<b>ESC 534</b>	Teaching U.S. History and Government	3
<b>EDR 713</b>	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

#### 4. **Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

#### 5. **Date of departmental approval: December 2, 2020**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Early Childhood Special Education and Early Childhood Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

1. **Type of Change**: Change in Admission Requirements and Catalogue Text

2. **From**:

**Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. ~~An essay outlining career goals.~~
4. ~~A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Participation in an interview.
7. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

**Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### Graduation Requirements

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### Special Education Overview

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### The 48-Credit Dual Certification Program in Early Childhood Special Education and General Education:

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
	Early Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3

<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification Program in Childhood Special Education and Childhood Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
	Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3



<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

**Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.

- d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
4. Two letters of recommendation.
  5. Participation in an interview.
  6. Certification of placement and assurance of ability to complete all the program and course requirements.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

**The 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and General Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
	Early Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification M.S.Ed. Program in Childhood Special Education and Childhood Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
	Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

**NOTE:** A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

**4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

**5. Date of departmental approval: December 2, 2020**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Childhood Special Education and Childhood Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements and Catalogue Text

2. **From:**

**Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. ~~An essay outlining career goals.~~
4. ~~A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Participation in an interview.
7. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification Program in Early Childhood Special Education and General Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
	Early Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3

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<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification Program in Childhood Special Education and Childhood Education:**

		Credits
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<b>EDS 707</b>	The Childhood Student with Disabilities	3
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<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
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	Linguistically Diverse Childhood Students with Disabilities	
<b>EDS 715</b>	Research in Special Education	3
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<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

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### 3. To:

**Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
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  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
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  - 5. Participation in an interview.
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### **Continuation Requirements for Students in the Special Education Sequences of Study**

- 1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
- 2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
- 3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

- 1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
- 2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
- 3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated

information about the new tests

at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### Special Education Overview

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### The 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and General Education:

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
	Early Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification M.S.Ed. Program in Childhood Special Education and Childhood Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
	Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

**NOTE:** A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

**4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

**5. Date of departmental approval: December 2, 2020**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Bilingual Early Childhood Special Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements

2. **From:**

**Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
- ~~4. An essay outlining career goals.~~
- ~~5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
6. Two letters of recommendation.
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 42-Credit Certification Program in Bilingual Early Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to	3

Grade2		
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

***EBS 701, EBS 741: Not expected to be offered in 2016-2017.***

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and	3



	Linguistically Diverse Childhood Students with Disabilities	
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
4. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?

- c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
- 5. Two letters of recommendation.
  - 6. Successful participation in a bilingual interview.
  - 7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

- 1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
- 2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
- 3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

- 1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
- 2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
- 3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New

York State Teacher Certification Examinations website for most updated information about the new tests  
at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### Special Education Overview

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### The 42-Credit Certification Program in Bilingual Early Childhood Special Education:

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

**NOTE:** A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

**4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

**5. Date of departmental approval: December 2, 2020**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Bilingual Childhood  
Special Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements

2. **From:**

**Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
4. ~~An essay outlining career goals.~~
5. ~~A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
6. Two letters of recommendation.
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 42-Credit Certification Program in Bilingual Early Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to	3

Grade2		
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

***EBS 701, EBS 741:** Not expected to be offered in 2016-2017.*

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
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<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
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<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and	3



	Linguistically Diverse Childhood Students with Disabilities	
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** *Not expected to be offered in 2016-2017.*

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
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  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
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  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
- 5. Two letters of recommendation.
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  - 7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

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- 3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

- 1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
- 2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
- 3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.

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### The 42-Credit Certification Program in Bilingual Early Childhood Special Education:

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
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<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
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<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
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<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities	3

## in Inclusive and Specialized Settings

<b>EDS 720</b>	Student Teaching Seminar	3
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**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

Credits

<b>EBS 701</b>	Issues in Bilingualism	3
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<b>EDS 707</b>	The Childhood Student with Disabilities	3
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<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
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<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
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<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
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<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
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<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
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<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
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<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
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<b>EDS 715</b>	Research in Special Education	3
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<b>EDS 718</b>	Culminating Master's Project	3
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<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
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<b>EDS 720</b>	Student Teaching Seminar	3
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**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the
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*above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

**4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

**5. Date of departmental approval: December 2, 2020**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements and Catalogue Text

2. **From:**

**Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. ~~An essay outlining career goals.~~
4. ~~A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Successful participation in a bilingual interview.
7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape

of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management	3

	of Culturally and Linguistically Diverse Young Chi	
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade2	3
<b>EDC 715</b>	Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2	3
<b>EDC 717</b>	Developing Science Concepts in Early Childhood Settings, Birth to Grade 2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

***EBS 701, EBS 741: Not expected to be offered in 2016-2017.***

**The 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3



<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
<b>EDE 715</b>	Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

3. **To:**

**Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
4. Two letters of recommendation.
5. Successful participation in a bilingual interview.
6. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
7. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with

a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

- An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
- If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
- Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification M.S.Ed. Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3

<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade2	3
<b>EDC 715</b>	Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2	3
<b>EDC 717</b>	Developing Science Concepts in Early Childhood Settings, Birth to Grade 2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

***EBS 701, EBS 741: Not expected to be offered in 2016-2017.***

**The 48-Credit Dual Certification M.S.Ed. Program in Bilingual Childhood Special Education and Bilingual Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood	3

Students with Disabilities		
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
<b>EDE 715</b>	Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

4. **Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

5. **Date of departmental approval: December 2, 2020**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy, and Special Education**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements and Catalogue Text

2. **From:**

**Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. ~~An essay outlining career goals.~~
4. ~~A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Successful participation in a bilingual interview.
7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood	3



	Settings, Birth to Grade 2	
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 715</b>	Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2	3
<b>EDC 717</b>	Developing Science Concepts in Early Childhood Settings, Birth to Grade 2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

**The 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3

<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
<b>EDE 715</b>	Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

**Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early**

**Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
4. Two letters of recommendation.
5. Successful participation in a bilingual interview.
6. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
7. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification M.S.Ed. Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3

<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 715</b>	Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2	3
<b>EDC 717</b>	Developing Science Concepts in Early Childhood Settings, Birth to Grade 2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

***EBS 701, EBS 741: Not expected to be offered in 2016-2017.***

**The 48-Credit Dual Certification M.S.Ed. Program in Bilingual Childhood Special Education and Bilingual Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural	3

Childhood Settings: Grades 1 to 6		
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
<b>EDE 715</b>	Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

#### **4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also

recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

5. **Date of departmental approval: December 2, 2020**