

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 712
Course Title	Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
Description	Introduction to language and literacy development from kindergarten to grade 3. This course focuses on the processes of reading, writing, listening and speaking and ways to design appropriate teaching strategies for supporting children's growth across these four areas of literacy development. Processes of language and literacy development; focus on phonological awareness; phonics; word recognition; comprehension; fluency; and vocabulary development. Ten hours of fieldwork is required.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education	<u> X </u> Not Applicable <u> </u> Required

Component	<input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. Rationale:

Based on new New York State requirements for elementary school teachers concerning the Literacy component of the edTPA it was determined that EDE 621 and EDE 713: Teaching Literacy in Childhood Settings needed to be restructured. EDE 712 has been developed to cover language and literacy development from kindergarten to grade 3. The ECCE Department will run EDE 712 as an experimental course in fall 2016 in order to determine student need. If there is adequate enrollment in the course the Department will propose the course as a new course.

4. Learning Outcomes:

By the end of the course, students will be expected to:

1. Apply and discuss sociocultural theories of development as it relates to oral and written literacy development.
2. Identify multicultural literature that can be used in literacy lesson design and implementation.
3. Identify and implement instructional routines to support students' reading and writing development through lesson planning and unit design.
4. Document student learning through multiple methods of literacy assessments. Use this information to inform lesson design.

5. Date of Departmental Approval: April 20, 2016

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CURRICULUM CHANGE

1. **Type of Change:** Course Title; Course Description

2. **From:**

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 713
Course Title	Literacy in Childhood Settings – Grades 1 to 6.
Description	Exploration of ways in which children develop language and literacy in family, neighborhood, and school settings including children who are learning English as a second language, and children with special needs. Approaches to literacy, assessment, and instruction, including use of media and technology, with integrated curricula that meet State and national standards and the needs of children with disabilities. Ten hours of fieldwork required with children in childhood settings with diverse populations, action research, and development of an academic portfolio.
Pre/ Co Requisites	EDE 721 and EDE 722. COREQ: EDE 714. No student can receive credit for both EDE 713 and EDC 713.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 713
Course Title	<u>Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6.</u>
Description	<u>An introduction to language arts theory and methodology for teaching in the later elementary grades, grades 3-6. Readings focus on theory, research, and instructional strategies that reflect on current understandings of literacy learning in linguistically and culturally diverse school settings. This knowledge base will help students critically analyze methods, instruction, and curricular choices in the language arts. A variety of effective teaching practices will be explored that address the development of reading, writing, listening, and speaking, including how to employ a variety of literacy assessment tools to plan instruction for students with diverse learning needs. Ten hours of fieldwork is required to complete course assignments and requirements.</u>
Pre/ Co Requisites	PREREQ: EDE 721 and EDE 722. COREQ: EDE 714. No student can receive credit for both EDE 713 and EDC 713.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

<input type="checkbox"/> Science
<input type="checkbox"/> Flexible
<input type="checkbox"/> World Cultures
<input type="checkbox"/> US Experience in its Diversity
<input type="checkbox"/> Creative Expression
<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World

4. Rationale:

Based on new New York State requirements for elementary school teachers concerning the Literacy component of the edTPA it was determined that EDE 621: Introduction to Teaching Reading in the Elementary School and EDE 713: Teaching Literacy in Childhood Settings needed to be restructured. EDE 713 has been redesigned to cover language arts theory and methodology for teaching in the later elementary grades, grades 3-6.

5. Date of departmental approval: April 20, 2016

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1. **Type of Change:** Course Title

2. **From:**

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 722
Course Title	Child Development and Program Design in Childhood Settings — Grades 1 to 6.
Description	Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on knowledge of the needs and interests of children, including those with disabilities and diverse cultural and linguistic backgrounds, as well as on knowledge of the community; of curriculum goals; and of City, State, and national standards. Study of model programs for, and issues related to, programs for children reflecting sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Observations in childhood settings with diverse populations, action research, appropriate use of media and technology, development of an academic portfolio. Ten hours of fieldwork required.
Pre/ Co Requisites	COREQ: EDE 721. No student can receive credit for both EDE 722 and EDC 722.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 722
Course Title	Program Design in Childhood Settings -- Grades 1-6
Description	Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on knowledge of the needs and interests of children, including those with disabilities and diverse cultural and linguistic backgrounds, as well as on knowledge of the community; of curriculum goals; and of City, State, and national standards. Study of model programs for, and issues related to, programs for children reflecting sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Observations in childhood settings with diverse populations, action research, appropriate use of media and technology, development of an academic portfolio. Ten hours of fieldwork required.
Pre/ Co Requisites	COREQ: EDE 721. No student can receive credit for both EDE 722 and EDC 722.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive,	

WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course title needed to reflect the current course description. “Child Development” is not covered in EDE 722 but is taught in the co-requisite course EDE 721: Child Study and Developmental Assessment – Grades 1-6.

5. Date of departmental approval: April 20, 2016