

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
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	ESC 609
Course Title	Teaching Internship Seminar in TESOL
Description	Analysis of problems or practices in teaching ESOL P-12 teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 797.
Credits	1
Hours	1
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

	_____ Scientific World
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3. Rationale:

Previously, TESOL candidates (PreK-grade 12) and secondary education candidates (grades 5-12) registered for the same teaching internship seminar (ESC 611). We are creating a separate TESOL P-12 seminar (ESC 609) to correct the grade band disparity.

4. Learning Outcomes (By the end of the course students will be expected to):**TESOL Standards related to ESC 609**

1.a.: Candidates demonstrate an understanding of language and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for both social and academic purposes.

1.b.: Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

2.: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature / role of culture in language development / academic achievement which support students' learning.

3.a.: Candidates know, understand, and apply concepts, research, and best practices to plan and organize classroom instruction in a supportive learning environment for ESOL students. Candidates demonstrate respect for learning a second language, serve as effective English language models, and manage the classroom effectively for multilevel classrooms with learners from diverse backgrounds.

3.b.: Candidates know, understand, and use a variety of effective teaching strategies and material for developing and integrating English listening, speaking, reading, and writing.

3.c.: Candidates know, understand, and can implement a range of teaching strategies, structures, and models to support ESOL students in accessing the core curriculum by learning language and academic content together.

3.d.: Candidates are familiar with a wide range of materials, resources, and technologies and choose, adapt, and use them in effective ESOL teaching.

4.c.: Candidates know and use a variety of classroom-based assessment tools to inform instruction.

5.b.: Candidates serve as professional resources, advocate for English language learners, and build partnerships with their families. Candidates collaborate with and are prepared to serve as a resource to all staff to improve learning for all ESOL students.

5. Date of Departmental Approval: March 17, 2016

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
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	ESC 610
Course Title	Student Teaching Seminar in TESOL
Description	Analysis of problems or practices in teaching ESOL P-12 student teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 798.
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

	_____ Individual and Society _____ Scientific World
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3. **Rationale:**

Previously, TESOL candidates (PreK-grade 12) and secondary education candidates (grades 7-12) registered for the same student teaching seminar (ESC 611). We are creating a separate TESOL P-12 student teaching seminar (ESC 610) because of the grade band disparity.

4. **Learning Outcomes (By the end of the course students will be expected to):**

TESOL Standards related to ESC 610

1.a.: Candidates demonstrate an understanding of language and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for both social and academic purposes.

1.b.: Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

2.: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature / role of culture in language development / academic achievement which support students' learning.

3.a.: Candidates know, understand, and apply concepts, research, and best practices to plan and organize classroom instruction in a supportive learning environment for ESOL students. Candidates demonstrate respect for learning a second language, serve as effective English language models, and manage the classroom effectively for multilevel classrooms with learners from diverse backgrounds.

3.b.: Candidates know, understand, and use a variety of effective teaching strategies and material for developing and integrating English listening, speaking, reading, and writing.

3.c.: Candidates know, understand, and can implement a range of teaching strategies, structures, and models to support ESOL students in accessing the core curriculum by learning language and academic content together.

3.d.: Candidates are familiar with a wide range of materials, resources, and technologies and choose, adapt, and use them in effective ESOL teaching.

4.c.: Candidates know and use a variety of classroom-based assessment tools to inform instruction.

5.b.: Candidates serve as professional resources, advocate for English language learners, and build partnerships with their families. Candidates collaborate with and are prepared to serve as a resource to all staff to improve learning for all ESOL students.

5. **Date of Departmental Approval:** March 17, 2016

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title; course description; hours; co-requisite.

2. **From:**

Department(s)	Middle and High School Education
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	ESC 611
Course Title	Seminar in Secondary and TESOL Education
Description	Analysis of problems or practices in secondary school and TESOL teaching. Weekly seminar and assigned in-school activities required. Required state certification student teaching assessments supported through the course. This is a credit-bearing course that will use a Pass/No Pass grading basis.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 595 or 797.
Credits	1
Hours	2
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)	Middle and High School Education
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	ESC 611
Course Title	<u>Teaching Internship Seminar in Secondary Education</u>
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 595.
Credits	1
Hours	<u>1</u>
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:

Because the TESOL program grade band is PreK-grade 12, while other department programs cover grades 5-12, we have decided to create a separate teaching internship seminar for TESOL. ESC 797 was removed because it is a TESOL pre-requisite. ESC 611 will no longer be graded Pass/ Not Pass. We have also corrected inconsistencies between contact hours and course credits.

5. **Date of departmental approval:** March 17, 2016

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

DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title; course description; hours; co-requisite.

2. **From:**

Department(s)	Middle and High School Education
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	ESC 612
Course Title	Seminar in Secondary and TESOL Student Teaching.
Description	Analysis of problems or practices in secondary school and TESOL student teaching. Weekly seminar and assigned in-school activities required. Required state certification student teaching assessments supported through the course. This is a credit-bearing course that will use a Pass/No Pass grading basis.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 596 or ESC 798.
Credits	3
Hours	2
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:** Underline the changes

Department(s)	Middle and High School Education
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	ESC 612
Course Title	Seminar in Secondary Student Teaching.
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 595.
Credits	3
Hours	<u>3</u>
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:**

Because the TESOL program grade band is PreK-grade 12, while other department programs cover grades 5-12, we have decided to create a separate student teaching seminar for TESOL. ESC 798 was removed because it is a TESOL pre-requisite. ESC 612 will no longer be graded Pass/ No Pass. We have also corrected inconsistencies between contact hours and course credits.

5. **Date of departmental approval:** March 17, 2016

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
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	ESC 797
Course Title	Internship in TESOL
Description	One semester full-time college-supervised experience (or other Lehman College approved sequence). Supervised teaching in ESOL in elementary and secondary education settings or in adult education settings for in-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; passing scores on the ESOL ; and permission from the Professional Development Coordinator. COREQ: ESC 611.
Credits	2
Hours	NONE
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)	Middle and High School Education
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	ESC 797
Course Title	<u>Teaching</u> Internship in TESOL
Description	Supervised teaching in ESOL in elementary and secondary education settings or in adult education settings for in-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; <u>submission of ESOL CST scores</u> ; and permission from the Professional Development Coordinator. COREQ: ESC 611.
Credits	2
Hours	<u>2</u>
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:**

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. We are changing the requirement of passing ESOL CST scores to “submission of ESOL CST scores” to give candidates more time to complete the exam successfully. Neither change will impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016

**LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Hours; Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
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	ESC 798
Course Title	Student Teaching in TESOL
Description	One semester full-time college supervised experience (or other Lehman College approved sequence). Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; passing scores on the ATS-W and ESOL ; and permission from the Professional Development Coordinator. COREQ: ESC 612.
Credits	3
Hours	NONE
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)	Middle and High School Education
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	ESC 798
Course Title	Student Teaching in TESOL
Description	Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; <u>submission of ALST, EAS, and ESOL scores (Seq. 2, 4)</u> ; and permission from the Professional Development Coordinator. COREQ: ESC 612.
Credits	3
Hours	<u>3</u>
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:**

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. The ATS-W exam is no longer required for NYS certification. We now require ALST, EAS, and CST ESOL scores (rather than passing scores on the ESOL CST alone) to assess candidates' progress more comprehensively and to give them more time to complete the exams successfully. None of these changes will impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016

**LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Hegis #: 1508

Program Code: 25784

1. **Type of Change:** Admissions Requirements; Degree Requirements

2. **From:**

M.S. Ed. Program in Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to Speakers of Other Languages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements. Applicants will apply for one of the following 5 sequences based on their qualifications:

Sequence 1 (30 credits). Students who already possess New York State certification and who seek additional certification as teachers of ESOL PreK-grade 12.

Sequence 2 (39-42 credits). Liberal arts and sciences graduates who lack education courses and who seek initial certification in ESOL PreK-grade 12.

Sequence 3 (30-33 credits). Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking Pre-K-grade 12 certification.

Sequence 4 (30 credits). Liberal arts and sciences graduates who have met requirements for linguistics, general education, and special education through prior coursework and who seek certification in ESOL PreK-grade 12.

Sequence 5 (36 credits). Teachers who hold a valid Transitional B certificate in ESOL from New York State.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman

College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

~~2. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.~~

3. For Sequence 1, possess New York State teacher certification and ~~present evidence of successful completion of~~ minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in TESOL.

~~4. For Sequences 2 and 4, submit scores on the New York State Academic Literacy Skills Test (ALST).~~

5. For Sequence 4, meet with the advisor prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.

6. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.

7. Submit two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview that requires producing a writing sample in English.

9. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):

- Overall: Paper-based: 600; Computer-based: 250; Internet-Based (IBT): 75, not counting the Speaking subscore.
- Writing subscore: Paper-based: 5.0; IBT: 24
- Speaking subscore: Paper-based: 50; IBT: 26

10. Satisfy appropriate voice, speech, and health standards.

11. Meet additional departmental, ~~divisional, and~~ New York State requirements, ~~if any.~~

~~12. If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.~~

TESOL Degree Requirements

Students must consult with an advisor in the TESOL program before starting their master's program. During their first semester, matriculated students are required to plan

their graduate program with an adviser in the TESOL program. All students will complete the curriculum corresponding to one of the sequences below: 30 credits (Sequence 1); 39-42 credits (Sequence 2); 30-33 credits (Sequence 3); 30 credits (Sequence 4); or 36 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an advisor in TESOL.

Curriculum: Sequence 1 (30 credits):

The 30-credit curriculum for Sequence 1 consists of five instructional areas.

- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 644 (1).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 2 (39-42 credits):

The 39-42 credit curriculum for Sequence 2 consists of six instructional areas.

- Foundations (9): ESC 501 (3), ESC 502 (3), and ESC 506 (3).
- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 644 (1) OR ESC 798 (3) and ESC 642 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 3 (30-33 credits):

The 30-33 credit curriculum for Sequence 3 consists of six instructional areas.

- Foundations (6): ESC 501 (3) and 502 (3) or 3-6 credits of TESOL electives selected in consultation with the advisor.
- Language Education (9): ESC 757 (3), ESC 725 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (6): ESC 761 (3) and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 644 (1) or ESC 798 (3) and ESC 642 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 4 (30 credits):

The 30-credit curriculum for Sequence 4 consists of five instructional areas.

- Language Education (9): ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (6): ESC 798 (3) and ESC 644 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 5 (36 credits):

The 36-credit curriculum for Sequence 5 consists of six instructional areas.

- Foundations (6): ESC ~~502~~ (3), and ESC 506 (3)
- Language Education (12): ~~SPE 703~~ (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.

- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 644 (1),
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must: (a) complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Assessment of Literacy Skills Test (ALST), Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST (teachers ~~who were certified prior to April 30, 2014~~, only present passing scores on the ESOL CST); and (c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see advisor for more information.

In order to qualify for professional certification in ESOL, in addition to the master's degree (Sequences 1, 2, 4 or 5), teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves Pre-K-grade 12, and must meet any additional New York State requirements.

3. To:

M.S. Ed. Program in Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to Speakers of Other Languages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements. Applicants will apply for one of the following 5 sequences based on their qualifications:

Sequence 1 (30 credits). Students who already possess New York State certification and who seek additional certification as teachers of ESOL PreK-grade 12.

Sequence 2 (39-42 credits). Liberal arts and sciences graduates who lack education courses and who seek initial certification in ESOL PreK-grade 12.

Sequence 3 (30-33 credits). Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking Pre-K-grade 12 certification.

Sequence 4 (30 credits). Liberal arts and sciences graduates who have met requirements for linguistics, general education, and special education through prior coursework and who seek certification in ESOL PreK-grade 12.

Sequence 5 (36 credits). Teachers who hold a valid Transitional B certificate in ESOL from New York State.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
2. For Sequence 1, possess New York State teacher certification and meet minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in ESOL.
3. Submit Graduate Record Examination (GRE) scores.
4. For Sequence 4, meet with the advisor prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.
5. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview that requires producing a writing sample in English.
8. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):
 - Overall: Paper-based: 600; Computer-based: 250; Internet-Based (IBT): 75, not counting the Speaking subscore.
 - Writing subscore: Paper-based: 5.0; IBT: 24
 - Speaking subscore: Paper-based: 50; IBT: 26
9. Satisfy appropriate voice, speech, and health standards.
10. Meet any additional department, Lehman College School of Education, or New York State requirements.

11. Meet any additional requirements for admission in the first three semesters of matriculation.

TESOL Degree Requirements

Students must consult with an advisor in the TESOL program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the TESOL program. All students will complete the curriculum corresponding to one of the sequences below: 30 credits (Sequence 1); 39-42 credits (Sequence 2); 30-33 credits (Sequence 3); 30 credits (Sequence 4); or 36 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an advisor in TESOL.

Nota Bene: The practicum (ESC 797 or 798) requires a pre-application the semester prior to enrollment. Candidates are required to submit scores on the ALST and EAS exams (Sequence 2, 4 only) and the ESOL CST (Sequences 1, 2, 4, 5).

Curriculum: Sequence 1 (30 credits):

The 30-credit curriculum for Sequence 1 consists of five instructional areas.

- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609 (1).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 2 (39-42 credits):

The 39-42 credit curriculum for Sequence 2 consists of six instructional areas.

- Foundations (9): ESC 501 (3), ESC 502 (3), and ESC 506 (3).
- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.

- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 609 (1) OR ESC 798 (3) and ESC 610 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 3 (30-33 credits):

The 30-33 credit curriculum for Sequence 3 consists of six instructional areas.

- Foundations (6): ESC 501 (3) and 502 (3) or 3-6 credits of TESOL electives selected in consultation with the advisor.
- Language Education (9): ESC 757 (3), ESC 725 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (6): ESC 761 (3) and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 609 (1) or ESC 798 (3) and ESC 610 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 4 (30 credits):

The 30-credit curriculum for Sequence 4 consists of five instructional areas.

- Language Education (9): ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (6): ESC 798 (3) and ESC 610 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 5 (36 credits):

The 36-credit curriculum for Sequence 5 consists of six instructional areas.

- Foundations (6): ESC 501 (3), and ESC 506 (3)
- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609 (1),
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must: (a) complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Academic Literacy Skills Test (ALST), Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST (teachers already NYS-certified in another field only present passing scores on the ESOL CST); and (c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see advisor for more information.

In order to qualify for professional certification in ESOL, in addition to the master's degree (Sequences 1, 2, 4 or 5), teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves Pre-K-grade 12, and must meet any additional New York State requirements.

4. **Rationale:**

- a. Admission requirement #2 was redundant. Candidate readiness to undertake graduate studies is amply determined in other ways.
- b. We simplified the wording in admission requirement #3. Also, we corrected the abbreviation -- "ESOL" is used for certification; "TESOL" is used for the degree.
- c. Admission requirement #4: Sequence 2 candidates need more time to prepare for the ALST; we will require scores for student teaching instead. The new GRE requirement is NYS-mandated.

- d. Admission requirement #11 was updated with the new name of the School of Education and revised for clarity.
- e. Admission requirement #11: changes made to reflect Admissions Office changes.
- f. Degree Requirements: In all sequences, ESC 611 was replaced by the new TESOL-specific seminar ESC 609; ESC 612, by the new TESOL-specific seminar ESC 610.
- g. Curriculum: Sequence 5 changes:
 - (1) ESC 502 was replaced by ESC 501 to reflect changes in the overall curriculum and course alignment for Trans B candidates.
 - (2) SPE 703 was replaced by ESC 757 to meet linguistics requirements for TESOL teachers.
- h. Additional Requirements for Certification: the wording was clarified.

5. **Date of departmental approval:** March 17, 2016

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Hegis # 1500.00

Program Code: 27026

1. Type of Change: Admissions Requirement; Certificate Requirement

2. From:

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
2. New York State teacher certification.
3. A master's degree appropriate for New York State professional certification.
4. Successful completion of minimum requirements in special education.
5. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.
6. The study of cultural perspectives of one or more ESL populations (at least 3 credits).
7. Two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview, which requires producing a writing sample in English.
9. Satisfy appropriate voice, speech, and health standards.
10. Meet additional Departmental, divisional, and New York State requirements, if any.
11. ~~If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.~~

TESOL Certificate Requirements

Students must consult with an advisor in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL advisor. All students must complete the 24-credit curriculum below.

In order to be recommended for ESOL certification, candidates must (a) complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, (b) present passing scores on the ESOL Content Specialty Test (CST), (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see advisor for more information), and (d) meet any additional New York State requirements.

TESOL Certificate Curriculum

The 24-credit certificate curriculum consists of three instructional areas:

- Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 644 (1).

3. To:

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
2. New York State teacher certification.
3. A master's degree appropriate for New York State professional certification.
4. Successful completion of minimum requirements in special education.
5. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.
6. The study of cultural perspectives of one or more ESL populations (at least 3 credits).
7. Two (2) letters of recommendation and a 500-word essay on career goals.
8. Participate in an interview, which requires producing a writing sample in English.
9. Satisfy appropriate voice, speech, and health standards.
10. Meet additional Departmental, divisional, and New York State requirements, if any.
11. Meet any additional requirements for admission in the first three semesters of matriculation.

TESOL Certificate Requirements

Students must consult with an advisor in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL advisor. All students must complete the 24-credit curriculum below.

In order to be recommended for ESOL certification, candidates must (a) complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, (b) present passing scores on the ESOL Content Specialty Test (CST), (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see advisor for more information), and (d) meet any additional New York State requirements.

TESOL Certificate Curriculum

The 24-credit certificate curriculum consists of three instructional areas:

- Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609 (1).

4. Rationale:

Admission requirement #11: changes made to reflect Admissions Office changes.
Certificate Curriculum: ESC 611 was replaced by the new TESOL-specific teaching internship seminar ESC 609.

5. Date of departmental approval: March 17, 2016

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

DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Hours; Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
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	ESC 595
Course Title	Internship in Classroom Teaching
Description	One semester full-time, two supervised/mentored experiences of 7 weeks each (or other Lehman College approved sequence. (May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	PREREQ: A grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 611.
Credits	1-3
Hours	NONE
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)	Middle and High School Education
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	ESC 595
Course Title	Internship in Classroom Teaching
Description	(May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	PREREQ: <u>An average</u> grade of B or better in the Content Area Teaching Methods course(s); an overall index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 611.
Credits	1-3
Hours	<u>1-3</u>
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

	_____ Scientific World
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4. Rationale:

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. The ATS-W pre-requisite has been removed as that exam is no longer required for certification. Since most programs in this department have more than one methods class, the methods grade pre-requisite was rewritten to include more than one course. None of these changes will impact learning outcomes.

5. Date of departmental approval: March 17, 2016

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

DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Hours; Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
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	ESC 596
Course Title	Student Teaching in the Middle and High School Grades
Description	One semester full-time supervised student teaching, two experiences of 7 weeks each (or other Lehman College approved sequence). Student teaching in the middle and high school grades.
Pre/ Co Requisites	PREREQ: A grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination ; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 612.
Credits	3
Hours	NONE
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:** Underline the changes

Department(s)	
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	ESC 596
Course Title	Student Teaching in the Middle and High School Grades
Description	Student teaching in the middle and high school grades <u>with on-site supervisory visits. Assigned in-school activities are required.</u>
Pre/ Co Requisites	PREREQ: <u>An average</u> grade of B or better in the Content Area Teaching Methods course(s); an overall GPA index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 612.
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:**

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. The ATS-W exam is no longer required for certification. Since most programs in this department have more than one methods class, the methods grade pre-requisite was rewritten to include more than one course. None of these changes will impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Pre-requisite

2. **From:**

Department(s))	Middle and High School Education
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	Social Studies Education
Course Prefix & Number	ESC 534
Course Title	Teaching US History and Government
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards in middle and high school social studies. Uses of technology; relevant software; alternative teaching strategies; different types of assessment; inclusion of special student populations; and literacy development in social studies. Limited to master's-level students seeking initial certification. Includes field experience. Students cannot receive credit for both ESC 434 and ESC 534.
Pre/ Co Requisites	PRE- or COREQS: ESC 501 and/or ESC 502 (or equivalent), a 3.0 GPA, and passing score on the New York State LAST examination. Pass the GST (Content Specialty Test) and ATS—W (Assessment of Teaching Skills—Written) before or during course.
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)	Middle and High School Education
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	Social Studies Education
Course Prefix & Number	ESC 534
Course Title	Teaching US History and Government
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards in middle and high school social studies. Uses of technology; relevant software; alternative teaching strategies; different types of assessment; inclusion of special student populations; and literacy development in social studies. Includes field experience. Students cannot receive credit for both ESC 434 and ESC 534.
Pre/ Co Requisites	PRE- or COREQS: ESC 501 and/or ESC 502 (or equivalent), a 3.0 GPA, and submission of scores on the New York State <u>ALST</u> examination.
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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4. Rationale:

We are updating the course description for two reasons. First of all, we are creating a new Advanced Certification program for teachers to earn Professional Certification, so we needed to eliminate the sentence about initial certification only. And second, the course description listed the old certification exams, which we replaced with the new ones.

5. Date of departmental approval: March 17, 2016

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s))	Middle and High School Education
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	Social Studies Education
Course Prefix & Number	ESC 533
Course Title	Teaching World History in Middle and High School
Description	Theory and practice of curriculum, lesson planning, and national and State standards in middle and high school world history and geography courses. Uses of technology and relevant reviews of software, teaching strategies, assessments, and inclusion of special student populations. Includes supervised field work in middle and high school. PRE- or COREQS: ESC 501(or equivalent) and/or ESC 502 (or equivalent), 3.0 GPA, and a passing score on the New York State LAST examination and the CST.
Pre/ Co Requisites	ESC 501 and ESC 502
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:** Underline the changes

Department(s)	Middle and High School Education
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	Social Studies Education
Course Prefix & Number	ESC 533
Course Title	Teaching World History in Middle and High School
Description	Theory and practice of curriculum, lesson planning, and national and State standards in middle and high school world history and geography courses. Uses of technology and relevant reviews of software, teaching strategies, assessments, and inclusion of special student populations. Includes supervised fieldwork in middle and high school. PRE- or COREQS: ESC 501 (or equivalent) and/or ESC 502 (or equivalent), 3.0 GPA, and <u>submission of scores</u> on the New York State <u>ALST</u> examination and the CST.
Pre/ Co Requisites	ESC 501 and/or ESC 502
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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4. Rationale:

We are making a minor change to update the name of the new certification exam. In addition to updating the name of the new certification exam, we are changing the certification exam requirement from passing the exam to submitting a score. This change is to acknowledge that some students will need to take the exam multiple times before passing, but should still be able to take this course in the meantime. These changes will not impact learning outcomes.

5. Date of departmental approval: March 17, 2016