LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. **Type of Change:** Admission and Degree Requirements

2. **From:**

Early Childhood Education Entrance Requirements

- A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- Submit scores on New York State's [Liberal Arts and Sciences Test (LAST)] for advisement purposes if initial certification is not successfully completed.
- An interview might be scheduled upon faculty request. [(Requirements and procedures are available in the Department office, located in Room B-32 of Carman Hall.)]

Early Childhood Education Degree Requirements

To qualify for the M.S.Ed. degree in Early Childhood Education (Birth-Grade 2), students must fulfill the following requirements: [(1) Submit scores on the ATS-W and CST.] (2) Complete 42 credits of prescribed coursework. (3) Submit professional portfolio. (4) [Satisfactory research project submitted for publication.] (5) Apply for initial or professional certification.

To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth – Grade 2), students must fulfill the following requirements: (1) [Submit scores on the ATS-W and CST.] (2) 48 credits of prescribed course work. (3) Submit professional portfolio.(4) [Submit satisfactory research project for publication]. (5) Apply for initial or professional certification by completing the requirements for a Bilingual Extension: EDC 738, EDC 739, EDC 727, and *SPE 703. (6) Pass Bilingual Education Assessment (BEA).

3. <u>To:</u>

Early Childhood Education Entrance Requirements
- A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- <u>An essay outlining career goals (500 words).</u>
- Submit scores on New York State's <u>Academic Literacy Skills Test (ALST)</u> for advisement purposes if initial certification is not successfully completed.
- An interview might be scheduled upon faculty request.
- <u>Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining careers goals.</u>

Early Childhood Education Degree Requirements

To qualify for the M.S.Ed. degree in Early Childhood Education (Birth-Grade 2), students must fulfill the following requirements:
(1) <u>Submit scores on the edTPA, Educating ALL Students Test (EAS), Academic Literacy Skills Test (ALST), and Revised Content Specialty Tests (CST)</u>
(2) Complete <u>39-</u>42 credits of prescribed coursework.
(3) Submit professional portfolio.
(4) <u>Complete and submit a satisfactory culminating project.</u>
(5) Apply for initial or professional certification.

To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth – Grade 2), students must fulfill the following requirements:
(1) <u>Submit scores on the EdTPA, Educating ALL Students Test (EAS), Academic Literacy Skills Test (ALST) and. Revised Content Specialty Tests (CST)</u>
(2) <u>45-</u>48 credits of prescribed course work.
(3) Submit professional portfolio.
(4) <u>Complete and submit a satisfactory culminating project.</u>
(5) Apply for initial or professional certification by completing the requirements for a Bilingual Extension: EDC 738, EDC 739, EDC 727, and *SPE 703 <u>or EBS 701</u>
(6) Pass Bilingual Education Assessment (BEA).

4. <u>Rationale:</u>

- Applicants have always been required to write a 500 word application essay outlining career goals. It is part of the admissions requirements at the Graduate Admissions office. This requirement needs to be added to the bulletin.

- The changes to the certification exams will accommodate the impact by the new State mandates in teacher certification examination requirements.
- Bilingual applicants need to demonstrate biliteracy skills. For this reason, we are adding a requirement that they also provide a sample essay of their writing in Spanish.
- Given the change of course description in EDC 756 where students now complete a culminating project, this requirement in the entrance and degree requirements description must be consistent with the change.
- The changes from 42 to 39-42 credits in the Early Childhood Education Degree Requirements and from 48 – 51 credits to 45-48 credits in the degree requirements of the Early Childhood Education/Integration of Bilingual Extension will be consistent with the last curriculum changes we made, which, although approved prior, were never entered into the graduate bulletin.
- Students can take either SPE 703 or EBS 701 as part of their bilingual requirements.

5. **Date of departmental approval: November 6, 2013**

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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

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

2. **From:**

Early Childhood Education Birth-Grade 2 (39-[45] credits)

Overview

Students in both Early Childhood Education programs must complete courses in three competency areas, including student teaching. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

Early Childhood Education Birth-Grade 2 (39-[45] credits)

39 credits for students with initial or provisional certification in Pre-K-Grade 6 or Childhood Education.

[45] credits for students without prior teacher certification.

COMPETENCY AREA I: Foundations in Early Childhood Development and Education (15 credits): EDC 721 (3), EDC 722 (3), EDS 702 (3), EDC 734 (3) or elective, EDC 735 (3).

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 G.P.A. (2) Submit academic portfolio for each course of the first 6-12 credits.

COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (18 credits): EDC 713 (3), EDC 714 (3), EDC 715 (3), EDC 716 (3), EDC 717 (3), EDC 718 (3).

Fulfill requirements for entry into student teaching: (1) Successful application to the Student Teaching Coordinator. (2) Complete at least 12 credits in Competency Area II.

Student Teaching and Seminar (6 credits): EDC 795 (3) and EDC 790 (3).

Student Teaching Internship and Seminar (6 credits): EDC 784 (3), EDC 795 (3), EDC 745 (1), EDC 746 (1), EDC 748 (2), EDC 749 (2) OR EDC 747 (2), EDC 748 (2), EDC 749 (2) OR EDC 758 (3), EDC 759 (3).

Fulfill requirements for continuation: (1) Successful completion of student teaching or internship. (2) Submit an academic portfolio for each course of the first 36-39 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits): EDC 756 (3), *EDC 757 (3).

3. To:

Early Childhood Education Birth-Grade 2 (39-42 credits)

Overview

Students in both Early Childhood Education programs must complete courses in three competency areas, including student teaching. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

Early Childhood Education Birth-Grade 2 (39-42 credits)

39 credits for students with initial or provisional certification in Pre-K-Grade 6 or Childhood Education.

42 credits for students without prior teacher certification.

COMPETENCY AREA I: Foundations in Early Childhood Development and Education (15 credits): EDC 721 (3), EDC 722 (3), EDS 702 (3), EDC 734 (3) or elective, and EDC 735 (3).

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 G.P.A. (2) Submit academic portfolio for each course of the first 6-12 credits.

COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (18 credits): EDC 713 (3), EDC 714 (3), EDC 715

(3), EDC 716 (3), EDC 717 (3), EDC 718 (3).

Fulfill requirements for entry into student teaching: (1) Successful application to the Student Teaching Coordinator. (2) Complete at least 12 credits in Competency Area II.

Student Teaching and Seminar (6 credits): EDC 795 (3) and EDC 790 (3).

Student Teaching Internship and Seminar (6 credits): EDC 784 (3), EDC 795 (3), EDC 745 (1), EDC 746 (1), EDC 748 (2), EDC 749 (2) OR EDC 747 (2), EDC 748 (2), EDC 749 (2) OR EDC 758 (3), EDC 759 (3).

Fulfill requirements for continuation: (1) Successful completion of student teaching or internship. (2) Submit an academic portfolio for each course of the first 36-39 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits): EDC 756 (3), *EDC 757 (3).

*Only for certified students

4. Rationale:

- The changes to the credit requirements (i.e., from 39-45 to 39-42; and from 45-51 to 45-48 credits) will be consistent with the last curriculum changes we made, which, although approved prior, were never entered into the graduate bulletin.
- The word "and" is added to be clear about EDC 735 as a required course.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25776

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

2. **From:**

Early Childhood Education: Integration of Bilingual Extension, Birth-Grade 2 (45-[51] credits)

The Bilingual Extension of the Initial or Professional Certificate enables one to teach bilingual students. The requirements for the Initial or Professional Certificates must be fulfilled before a Bilingual Extension can be issued. In addition, the Bilingual Education Assessment (BEA) exam is required.

COMPETENCY AREA I: Foundations in Early Childhood Development and Education (18 credits): EDC 721 (3), EDC 722 (3), EDS 702 (3), EBS 701 (3), EDC 734 (3) or elective, EDC 735 (3).

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 GPA (2) Submit academic portfolio for each course of the first 6-12 credits.

COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (21 credits): EDC 738 (3), EDC 739 (3), EDC 715 (3), EDC 716 (3), EDC 717 (3), EDC 718 (3), EDC 727 (3).

Fulfill requirements for entry into student teaching: (1) Successful application to Student Teaching Coordinator. (2) Complete at least 15 credits in Competency Area II.

Student Teaching and Seminar: EDC 795 (3) and EDC 781 (3) (supervised student teaching Bilingual Extension) or **[*]** EDC 790 (3).

Student Teaching Internship and Seminar: EDC 795 (3), EDC 784 (3), EDC 745 (1), EDC 746 (1), EDC 748 (2), EDC 749 (2) OR EDC 747 (2), EDC 748 (2), EDC 749 (2) OR EDC 758 (3), EDC 759 (3).

Fulfill requirements for continuation: (1) Successfully complete student teaching. (2) Submit an academic portfolio for each course of the first 45 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits): EDC 756 (3), *EDC 757 (3).

3. To:

Early Childhood Education: Integration of Bilingual Extension, Birth-Grade 2 (45-48 credits)

The Bilingual Extension of the Initial or Professional Certificate enables one to teach bilingual students. The requirements for the Initial or Professional Certificates must be fulfilled before a Bilingual Extension can be issued. In addition, the Bilingual Education Assessment (BEA) exam is required.

COMPETENCY AREA I: Foundations in Early Childhood Development and Education (18 credits): EDC 721 (3), EDC 722 (3), EDS 702 (3), SPE 703 or EBS 701 (3), EDC 734 (3) or elective, EDC 735 (3).

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 GPA (2) Submit academic portfolio for each course of the first 6-12 credits.

COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (21 credits): EDC 738 (3), EDC 739 (3), EDC 715 (3), EDC 716 (3), EDC 717 (3), EDC 718 (3), EDC 727 (3).

Fulfill requirements for entry into student teaching: (1) Successful application to Student Teaching Coordinator. (2) Complete at least 15 credits in Competency Area II.

Student Teaching and Seminar (6 credits): EDC 795 (3) and EDC 781 (3) (supervised student teaching Bilingual Extension) or EDC 790 (3) (supervised student teaching).

Student Teaching Internship and Seminar: EDC 795 (3), EDC 784 (3), EDC 745 (1), EDC 746 (1), EDC 748 (2), EDC 749 (2) OR EDC 747 (2), EDC 748 (2), EDC 749 (2) OR EDC 758 (3), EDC 759 (3).

Fulfill requirements for continuation: (1) Successfully complete student teaching. (2) Submit an academic portfolio for each course of the first 45 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits): EDC 756 (3), *EDC 757 (3).

4. <u>Rationale:</u>

- The change from the 45-51 to 45-48 degree requirements will be consistent with the last curriculum change we made.
- Students can take either SPE 703 or EBS 701 to satisfy requirements for the Bilingual extension.

5. **<u>Date of departmental approval</u>: November 6, 2013**

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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. Type of Change: Course corequisites

2. From:

EDC 713: Literacy Development in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs, develop language and literacy in family, early care, and school settings. Approaches to literacy development, assessment, and instruction, including use of media and technology within an integrated curriculum that meets National and State standards, and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722. **[**COREQ: EDC 714.**]** No student can receive credit for both EDE 713 and EDC 713.

3. To:

EDC 713: Literacy Development in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs, develop language and literacy in family, early care, and school settings. Approaches to literacy development, assessment, and instruction, including use of media and technology within an integrated curriculum that meets National and State standards, and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722. No student can receive credit for both EDE 713 and EDC 713.

4. Rationale:
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. Type of Change: Course corequisites

2. From:

EDC 714: Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits. Exploration of ways in which infants, toddlers, young children, and young children who are learning English as a second language, and young children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies, assessment, and instruction, including use of media and technology within an integrated curriculum that meets national and State standards, and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721 EDC 722. **[**COREQ: EDC 713.**]** No student can receive credit for both EDE 714 and EDC 714.

3. To:
EDC 714: Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children, and young children who are learning English as a second language, and young children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies, assessment, and instruction, including use of media and technology within an integrated curriculum that meets national and State standards, and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722. No student can receive credit for both EDE 714 and EDC 714.

4. Rationale:
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
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Program code: 25780

1. Type of Change: Course corequisites

2. From:
EDC 715: Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs develop an understanding of mathematical concepts in family, early care, and school settings. Approaches to assessment and documentation in young children's mathematics development through the use of concrete materials and media and technology consistent with national and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722. **[**COREQ: EDC 716.**]**

3. To:
EDC 715: Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs develop an understanding of mathematical concepts in family, early care, and school settings. Approaches to assessment and documentation in young children's mathematics development through the use of concrete materials and media and technology consistent with national and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722.

4. Rationale:
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
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Program code: 25780

1. Type of Change: Course corequisites

2. From:
EDC 716: Developing Young Children's Concepts in Art, Birth to Grade 2.
3 hours, 3 credits.
Exploration of ways in which young children, young children who are learning English as a second language, and young children with special needs, develop artistic expression and appreciation of art in family, neighborhood, early care, and school settings. Approaches to assessment and documentation of children's artistic development and expressions of ideas in art using concrete materials and appropriate tools from technology, consistent with National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722. **[**COREQ: EDC 715**]**

3. To:
EDC 716: Developing Young Children's Concepts in Art, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which young children, young children who are learning English as a second language, and young children with special needs, develop artistic expression and appreciation of art in family, neighborhood, early care, and school settings. Approaches to assessment and documentation of children's artistic development and expressions of ideas in art using concrete materials and appropriate tools from technology, consistent with National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722.

4. Rationale:
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
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Program code: 25780

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

2. **From:**
EDC 717: Developing Science Concepts in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs develop an understanding of science in family, early care, and school settings. Approaches to science exploration, investigation, documentation and assessment, including technology within an integrated curriculum to meet. National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, and action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722, one undergraduate or graduate laboratory science course. **[**COREQ: EDC 718.**]**

3. **To:**
EDC 717: Developing Science Concepts in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs develop an understanding of science in family, early care, and school settings. Approaches to science exploration, investigation, documentation and assessment, including technology within an integrated curriculum to meet. National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, and action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722, one undergraduate or graduate laboratory science course.

4. **Rationale:**

The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. **Date of departmental approval: November 6, 2013**

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Program code: 25780

1. <u>**Type of Change:**</u> Course corequisites

2. <u>**From**</u>:

EDC 718: Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children and young children who are learning English as a second language, and young children with special needs learn to appreciate and create music in family, early care, and school settings. Approaches to music development, assessment, and instructional strategies, including use of media and technology within an integrated curriculum that meets national and State Standards and the needs of children with disabilities. The course requires visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722. **[**COREQ: EDC 717.**]**

3. <u>**To**</u>:

EDC 718: Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways in which infants, toddlers, young children and young children who are learning English as a second language, and young children with special needs learn to appreciate and create music in family, early care, and school settings. Approaches to music development, assessment, and instructional strategies, including use of media and technology within an integrated curriculum that meets national and State Standards and the needs of children with disabilities. The course requires visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722.

4. <u>**Rationale:**</u>
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. <u>**Date of departmental approval**</u>: **November 6, 2013**

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Program code: 25780

1. Type of Change: Course corequisites

2. From:

EDC 721: Child Study and Developmental Assessment, Birth to Grade 2.
3 hours, 3 credits.
Extended study of the integrated factors affecting infants, toddlers, and young children's physical, social, emotional, cognitive, language, and aesthetic development through observation, case study, and exposure to research and dominant theories of child development and learning through multiple technologies. Assessment of how young children differ in their development and approaches to supporting individual development; assessment of conditions that affect young children's development, including risk factors and patterns of specific disabilities, and cultural and linguistic diversity and significance of sociocultural and political contexts. Requires fieldwork with children, action research, and the development of an academic portfolio. **[**COREQ: EDC 722.**]**

3. To:

EDC 721: Child Study and Developmental Assessment, Birth to Grade 2.
3 hours, 3 credits.
Extended study of the integrated factors affecting infants, toddlers, and young children's physical, social, emotional, cognitive, language, and aesthetic development through observation, case study, and exposure to research and dominant theories of child development and learning through multiple technologies. Assessment of how young children differ in their development and approaches to supporting individual development; assessment of conditions that affect young children's development, including risk factors and patterns of specific disabilities, and cultural and linguistic diversity and significance of sociocultural and political contexts. Requires fieldwork with children, action research, and the development of an academic portfolio.

4. Rationale:
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. Date of departmental approval: November 6, 2013

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Program code: 25780

1. Type of Change: Course corequisites

2. From:
EDC 722: Child Development and Program Design in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on: knowledge of the needs and interests of young children including those with disabilities and diverse cultural and linguistic backgrounds; knowledge of the community; curriculum goals; and City, State, and national standards. Study of model programs for, and issues related to, programs for young children reflecting the sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Requires student observation, action research, appropriate use of media and technology, and an academic portfolio. **[**COREQ: EDC 721.**]**

3. To:
EDC 722: Child Development and Program Design in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on: knowledge of the needs and interests of young children including those with disabilities and diverse cultural and linguistic backgrounds; knowledge of the community; curriculum goals; and City, State, and national standards. Study of model programs for, and issues related to, programs for young children reflecting the sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Requires student observation, action research, appropriate use of media and technology, and an academic portfolio.

4. Rationale:
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. Type of Change: Course prerequisites

2. From:

EDC/EDE 727: Teaching English as a Second Language (Pre-K to Grade 6).
4 hours, 3 credits.
Methods and materials for teaching children whose native language is not English and children with special needs. Focus on how to teach content with an emphasis on English language arts, using English as a Second Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a second language including children with disabilities. This course requires 15 hours of fieldwork with children in ESL classrooms. PREREQ: [Competency Area I and Step 2; EDC 738/EDE 738, *EBS 701, and one of the following: EDC 739/EDE 739 or EDC/EDE 733.] (Note: Required course for Bilingual Extension.)

3. To:

EDC/EDE 727: Teaching English as a Second Language (Pre-K to Grade 6).
4 hours, 3 credits.
Methods and materials for teaching children whose native language is not English and children with special needs. Focus on how to teach content with an emphasis on English language arts, using English as a Second Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a second language including children with disabilities. This course requires 15 hours of fieldwork with children in ESL classrooms. PREREQ: EDC 721, EDC 722 and SPE 703 or EBS 701 (Note: Required course for Bilingual Extension.)

3. Rationale:
Change is needed because EDC/ EDE 727 is a methods course; as such, it needs EDC 721 and EDC 722 as pre-requisites, just like the other methods courses.
The foundational courses for the Bilingual Extension are EBS 701 or SPE 703 and needs to be taken before EDC 727.

4. Date of departmental approval: November 6, 2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. **Type of Change:** Course prerequisites and corequisites

2. **From:**
EDC 738: Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways that infants, toddlers, young bilingual, bicultural children, and children with special needs develop language and literacy in family, early care, and school settings. Approaches to literacy assessment and instruction in both the native and second languages, including use of media and technology within an integrated curriculum to meet national, State standards, and the needs of children with disabilities. Visits to early childhood bilingual settings, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: **[**EDC 727. COREQ: EDC 739.**]** Note: Required course for Bilingual Extension.

3. **To:**
EDC 738: Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways that infants, toddlers, young bilingual, bicultural children, and children with special needs develop language and literacy in family, early care, and school settings. Approaches to literacy assessment and instruction in both the native and second languages, including use of media and technology within an integrated curriculum to meet national, State standards, and the needs of children with disabilities. Visits to early childhood bilingual settings, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722 and SPE 703 or EBS 701. Note: Required course for Bilingual Extension.

4. **Rationale:**
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite. EDC 738 is a methods course and needs to have EDC 721, EDC 722 as prerequisites. The foundational courses for the Bilingual Extension are EBS 701 or SPE 703 and needs to be taken before EDC 738.

5. **Date of departmental approval: November 6, 2013**

LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION
CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. **Type of Change:** Course prerequisites and corequisites

2. **From:**

EDC 739: Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways infant, toddlers, and young bilingual, bicultural children and children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies concepts, assessment, and instruction in both the native and second languages, including use of media and technology within an integrated curriculum to meet national and State standards, and the needs of children with disabilities. Visits to early childhood bilingual settings, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: **[**EDC 727. COREQ: EDC 738.**]** Note: Required course for Bilingual Extension.

3. **To:**

EDC 739: Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits.
Exploration of ways infant, toddlers, and young bilingual, bicultural children and children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies concepts, assessment, and instruction in both the native and second languages, including use of media and technology within an integrated curriculum to meet national and State standards, and the needs of children with disabilities. Visits to early childhood bilingual settings, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722 and SPE 703 or EBS 701. Note: Required course for Bilingual Extension.

4. **Rationale:**
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite. EDC 739 is a methods course and needs to have EDC 721, EDC 722 as prerequisites. The foundational courses for the Bilingual Extension are EBS 701 or SPE 703 and needs to be taken before EDC 738.

5. **Date of departmental approval:** **November 6, 2013**

**LEHMAN COLLEGE
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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. Type of Change: Course corequisites

2. From:

EDC 756: Teacher as Researcher and Writer. 3 hours, 3 credits.
Continued development and utilization of research skills appropriate to an area of specialization in early childhood culminating in a written capstone project. PREREQ: Successful completion in Competency Areas I and II. **[**COREQ: EDC 757.**]** No student can receive credit for both EDC 756 and EDE 756.

3. To:

EDC 756: Teacher as Researcher and Writer. 3 hours, 3 credits.
Continued development and utilization of research skills appropriate to an area of specialization in early childhood culminating in a written capstone project. PREREQ: Successful completion in Competency Areas I and II. No student can receive credit for both EDC 756 and EDE 756.

4. Rationale:

The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. Type of Change: Course description and corequisites

2. From:

EDC 757: Ethics and Professionalism in Early Childhood Teaching. 3 hours, 3 credits.
Study of the early childhood teaching profession, its multiple historical, philosophical, and social foundations. Analysis of teaching practices through the use of self-assessment as a form of evaluation and professional portfolio development. Examination of the purpose and meaning of teaching and the contributions made to the profession through analysis of the students' own teaching experiences. PREREQ: Competency Area II and Step 4. **[**COREQ: EDC 756.**]** No student can receive credit for both EDC 757 and EDE 757.

3. To:

EDC 757: Ethics and Professionalism in Early Childhood Teaching. 3 hours, 3 credits.
Study of the early childhood teaching profession, its multiple historical, philosophical, and social foundations. Analysis of teaching practices through the use of self-assessment as a form of evaluation and professional portfolio development. Examination of the purpose and meaning of teaching and the contributions made to the profession through analysis of the students' own teaching experiences. PREREQ: Competency Area II and Step 4. *For certified students only.* No student can receive credit for both EDC 757 and EDE 757.

4. Rationale:
The curriculum was reviewed and there was a consensus that course content does not need to be studied at the same time. The change will allow students to take one course and not the corequisite. This change (*for certified students only) was requested in a previous curriculum change proposal, but the change has not been made in the electronic version of the graduate bulletin yet. EDC 795 covers this content for uncertified students as stated in the previous curriculum change.

5. Date of departmental approval: November 6, 2013

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CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program code: 25780

1. Type of Change: Course description and grading basis

2. From:

EDC 795: Student Teaching/Internship Seminar. 3 hours, 3 credits.
A weekly forum for students to analyze teaching practices through the use of a variety of assessments as a form of evaluation. Development of the ability to problem solve, to consider flexible and varied interactions with diverse children, and to reflect in order to support students development as competent, qualified, caring, and ethical professionals. Examination of the purpose and meaning of teaching through analysis and discussion of students own teaching experiences, such as concerns, fears, and views within a safe, supportive environment, as well as others' contributions made to the profession. Development of a professional portfolio. PREREQ: Successful completion of foundation courses and 12 credits of methods courses. COREQ: EDC 756, EDC 790, EDC 781 or EDC 784.

3. To:

EDC 795: Student Teaching/Internship Seminar. 3 hours, 3 credits.
A weekly forum for students to analyze teaching practices through the use of a variety of assessments as a form of evaluation. Development of the ability to problem solve, to consider flexible and varied interactions with diverse children, and to reflect in order to support students development as competent, qualified, caring, and ethical professionals. Examination of the purpose and meaning of teaching through analysis and discussion of students own teaching experiences, such as concerns, fears, and views within a safe, supportive environment, as well as others' contributions made to the profession. Development of a professional portfolio. 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. PREREQ: Successful completion of foundation courses and 12 credits of methods courses. COREQ: EDC 756, EDC 790, EDC 781 or EDC 784.

4. Rationale:

The grading basis addresses the New York State-required teaching certification assessments. The new assessment, the edTPA, will be graded by New York State and is based on a pass/no pass assessment model. In order to be consistent with the assessment model required by New York State, this proposal requests changing EDC 756 to a pass/no pass assessment model as well.

Upon approval of this request the Grading Basis for this course will change from "Graded" to "P/NP". The grading basis for "graded" allocates letter grades, A, A-, B+, etc., to be assigned to the course and is factored into the GPA. Whereas, the "P/NP" grading basis allocates only a pass and a no pass option and is not factored into the GPA. For example, if a student receives an NP grade, they will not receive credit for the course and the NP grade will not be punitive (not factored into GPA).

5. Date of departmental approval: November 6, 2013

LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE
(changes anticipated starting for May 2014 graduates)

Program Codes: 25800, 25797

1. Type of Change: Course description and grading basis

2. From:

EDE 756: Teacher as Researcher. 3 hours, 3 credits. Continued development and utilization of action research skills appropriate to a particular area of specialization in childhood, culminating in a written capstone project. PREREQ: EDE 721, EDE 722 and six methods courses. COREQ: EDE 783. No student can receive credit for both EDE 756 and EDC 756.

3. To:

EDE 756: Teacher as Researcher. 3 hours, 3 credits. Continued development and utilization of action research skills appropriate to a particular area of specialization in childhood, culminating in a written capstone project. 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. PREREQ: EDE 721, EDE 722 and six methods courses. COREQ: EDE 783. No student can receive credit for both EDE 756 and EDC 756.

Rationale:

The grading basis addresses the New York State-required teaching certification assessments. The new assessment, the edTPA, will be graded by New York State and is based on a pass/no pass assessment model. In order to be consistent with the assessment model required by New York State, this proposal requests changing EDE 756 to a pass/no pass assessment model as well. Upon approval of this request the Grading Basis for this course will change from "Graded" to "P/NP". The grading basis for "graded" allocates letter grades, A, A-, B+, etc., to be assigned to the course and is factored into the GPA. Whereas, the "P/NP" grading basis allocates only a pass and a no pass option and is not factored into the GPA. For example, if a student receives an NP grade, they will not receive credit for the course and the NP grade will not be punitive (not factored into GPA).

5. Date of Departmental Approval: November 6, 2013