

## Application to Change a Currently Registered Program<sup>1</sup> Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
  - Requests for changes to registered general education or Pupil Personnel Services programs
  - Requests for changes to programs preparing Licensed [Professionals](#); or
  - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

### Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
  - This application
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

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<sup>1</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



## Application to Change a Currently Registered Program<sup>2</sup> Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

### Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

[OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

### PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

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<sup>2</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



## Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi, and Faculty Table)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

**Part A: All Program Changes:** Complete items 1 and 2 for all program changes.

**1. Provide an explanation of the program change.**

*Answer:* The proposed changes address the current needs of our applicants as well as the NYC public schools. They include a small addition to the admission criteria together with two additional certification sequences.

We propose a minor change to the admission criteria allowing an additional option with students possessing a 30-credit concentration in social studies including 21 credits in history. Many of our candidates come with strong social science backgrounds, which will serve them well as social studies teachers. Also, this change reflects the same policy as some of our competitors.

Next, we created two additional sequences in the program. Sequence 1 is the current program. Sequence 2 allows students to complete the Middle and High School minor at the undergraduate level, and then transition to finish the certification sequence at the Master's level. This change serves two purposes: First, students struggling with the new certification exams will have additional opportunities to strengthen their content and skills. Second, this opens the certification sequence to all social science majors at Lehman College making the program more inclusive.

Sequence 3 introduces an advanced program for candidates already holding 7-12 Social Studies Certification. Lately, we have seen a surge of interest in this type of sequence because New York State requires a Master's degree for professional certification.

And lastly, candidates may also earn additional certifications in ESOL, Middle School, and Bilingual extensions while completing the degree. These will make our candidates more marketable as well as serving the needs of the local schools.

**2. Identify the certificate title(s) to which the program currently leads.**

*Answer:* Initial/professional certification in Social Studies

**Part B: Program-Specific Change Items:** Complete the items that correspond to the change or changes in the program being requested.

**1. Changing a Program Title**

Indicate the new program title.

*Answer:*

**2. Discontinuing a Program**

Indicate the date\* the program will be discontinued.

*Answer:*

\*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

**3. Adding a Major or Concentration**

Explain how the new major or concentration addresses depth and breadth in the discipline.

*Answer:*

**4. Deleting a Certificate Title**

Indicate the date by which all students in that certificate title will have completed the program.

*Answer:*

**5. Adding a Certificate Title**

Provide the documented need for this change along with admission requirements.

*Answer:*

**6. Changing the Delivery Mode**

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard  Independent Study  External  Accelerated  Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual  Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:*

**7. Changing the Program Format**

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day  Evening  Weekend  Evening/Weekend  Not Full-Time

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:*

**8. Changing the Degree Award**

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

*Answer:*

**9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program**

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

*Answer:* The current program required 39-42 credits. The proposed sequences 1, 2, and 3 of the program require 39-42, 30, and 30 credits respectively.

**Task: Program Schedule**

**Complete this Task for the following changes:**

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

**a)** Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

**b)** If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

*Answer:* NA

**c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes     No    If no, explain:

**d) Only for master's degree programs**, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

*Answer:* ESC708 Project Seminar requires candidates' completion of a research or curriculum study project for the degree.



**Undergraduate Program Schedule Table**

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					

<b>Program Totals:</b>	<b>Credits:</b>	<b>Liberal Arts &amp; Sciences:</b>	<b>Major:</b>	<b>Elective &amp; Other:</b>
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Cr: credits    LAS: [liberal arts & sciences](#)  
 Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses

**Graduate Program Schedule Table**

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: Semester 1 Fall				Term: Semester 2 Spring			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
HIW 533 World History and Historiography	3	<input type="checkbox"/>		HIU 534 U.S. History and Historiography	3	<input type="checkbox"/>	
Elective Course in History	3	<input type="checkbox"/>		Elective Course in History	3	<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:	6		
Term: Semester 3 Fall				Term: Semester 4 Spring			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ESC 501 Pyschological Foundations	3	<input type="checkbox"/>		ESC 502 Social Foundations	3	<input type="checkbox"/>	
Elective Course in History	3	<input type="checkbox"/>		ESC 506 Special Needs Education	3	<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:	6		
Term: Semester 5 Fall				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ESC 529 Teaching Lang., Lit., and Tech	3	<input type="checkbox"/>		ESC 534 Teaching U.S. History	3	<input type="checkbox"/>	
ESC 533 Teaching World History	3	<input type="checkbox"/>		ESC 708 Project Seminar	3	<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:	6		
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ESC 596 Student Teaching	3	<input type="checkbox"/>				<input type="checkbox"/>	
ESC 612 Seminar	3	<input type="checkbox"/>				<input type="checkbox"/>	
or		<input type="checkbox"/>				<input type="checkbox"/>	
ESC 595 Internship	2	<input type="checkbox"/>				<input type="checkbox"/>	
ESC 611 Seminar	1	<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	3-6			Term credit total:			
<b>Program Totals:</b>	<b>Credits:42</b>						

**New:** indicate if new course    **Prerequisite(s):** list prerequisite(s) for the noted courses

**Task: Side by Side Comparison Chart**

**Complete this Task for the following changes:**

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

**a)** Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.



### Task: Faculty Table

#### Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

**Full-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

<b>Faculty Member Name and Title</b> (include and identify <b>Program Director</b> )	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>	<b>Percent Time to Program</b>
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate  Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.	<i>Example:</i> EDU 301: Teaching Students with Disabilities	<i>Example:</i> 60%
Russell Bradshaw, Associate Professor	EdD, Teaching, Curriculum, & Learning Environments, Harvard University	New York City Board of Education (Region 1), Staff Development for Bronx 7-12 Social Studies teachers, co-taught with Prof. Martin Burke, Dept. of History. Teaching American History, The Yoder School (Manhattan, private), Chair/teacher social studies. 1983-1984, John Jay High School (Katonah, NY)	ESC501, ESC502	
Daniel Stuchart, Associate Professor	Ph.D., K-12 Curriculum and Instruction in Social Studies Education, University of South Florida	Middle and high school teacher in School District of Hillsborough County, Tampa, Florida. One year of out-of-field middle school math and six years of high school social studies teaching experience.	ESCE 533, 534, 708, 596, 612	
Immaculee Harushimanal, Assistant Professor	Ph. D. English, Indiana University	NYS Certification, English 7-12 (2004) Teacher, French 7-12, Bronx Leadership Academy Teacher, English (EFL), 7-12, Lycee/junior seminary, Burundi, 1987-1990 College/School literacy liason, 7-12, Bronx Schools	ESC529	

<b>Faculty Member Name and Title</b> (include and identify <b>Program Director</b> )	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>	<b>Percent Time to Program</b>



### Part-Time Faculty Table

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate Teaching Students with Special Needs. <i>Journal of Special Needs</i> , vol. 3, no. 6, 226-241, 2011.	<i>Example:</i> EDU 301: Teaching Students with Disabilities
Kim Kawecki	Bachelor of Arts in Education - Manhattan College Master of Science in Special Education - Manhattan College	Permanent New York State License in English (Secondary 7 - 12) Permanent New York State License in Special Education Department of Education of The City of New York Certificate: English Teacher Secondary (7-12) Department of Education of The City of New York Certificate: Special Education Day Schools	ESC506

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>

**Faculty to be Hired Table**

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

**Task: Catalog Course Descriptions & Course Syllabi**

**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

**a) Attach catalog course descriptions for existing courses that are impacted by the change. To attach, follow the instructions on the Task upload page.**

**b) If new courses are being added as part of the indicated change(s), attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to **course syllabi**:**

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
  - course description
  - course objectives
  - pre- and co-requisites
  - credits allocated
  - topics addressed
  - assignments
  - method of assessing student achievement, including the assessment rubrics at the course and project levels
  - basis of grade determination
  - texts and other resources
  - other course policies related to integrity of credit
  - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner’s Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

**To attach, follow instructions on the Task upload page.**

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

**Task: Pedagogical Core Coursework****Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

**a)** The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

**Step 1: LISTING PEDAGOGICAL COURSES**

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

**Step 2: IDENTIFYING CERTIFICATION AREA CODES**

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

## Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions\*
18. Bilingual Education Extensions\*\*
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

\* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

\*\* Bilingual education extensions for library media specialist and educational technology specialist.

**Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK**

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

*NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.*

**Sample Pedagogical Core Courses Table**

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

**Pedagogical Core Courses Table**

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
HIW 533 World History and Historiography	3	R	W. Woolridge/FT	n/a				
HIU 534 U.S. History and Historiography	3	R	C. Lobel/FT	n/a				
Elective in History or Social Science	3	R	TBD	n/a				
Elective in History or Social Science	3	R	TBD	n/a				
Elective in History or Social Science	3	R	TBD	n/a				
ESC 501 Psychological Foundations	3	R	R. Bradshaw	i,ii,iv,vii,x,xi,xii,xiii	i			

ESC 502 Social Foundations	3	R	R. Bradshaw	iv,viii,x,xi,xii,xiii	i,ii			
ESC 506 Special Needs Education	3	R	K. Kawecki	iii,iv,	i,ii			
ESC 529 Teaching Lang., Lit., and Tech	3	R	I. Harishimana	iv,vi	ii			
ESC 533 Teaching World History	3	R	D. Stuckart	v,vii				
ESC 534 Teaching U.S. History	3	R	D. Stuckart	v,vii				
ESC 708 Project Seminar	3	R	D. Stuckart	v,ix				
ESC 596 Student Teaching	3	R	D. Stuckart	v,vi,vii				
ESC 612 Seminar	3	R	D. Stuckart	v,ix,				

\*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

**Task: Field Experience and Student Teaching for Teacher Preparation Programs**

**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

**a)** If a teacher education program, does the change impact field experience or student teaching requirements? Please indicate:

No or  Yes, Continue with responses below.

**b)** Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

**c) List courses that require field experiences\*:**

Course Number	Course Title	Instructor	Grade Level	Clock Hours
ESC501	Psychological Foundations	R. Bradsaw	7-12	Various
ESC506	Special Needs Education	K. Kawecki	7-12	Various
ESC529	Teaching Lang., Lit., and Tech	I. Harishimana	7-12	Various
ESC533	Teaching World History	D. Stuckart	7-12	Various
ESC534	Teaching U.S. History	D. Stuchart	7-12	Various
ESC708	Project Seminar	D. Stuckart	7-12	Various

\*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.



**d) List courses that require college-supervised student-teaching experiences\*:**

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
ESC596	Student Teaching	D. Stuckart	7-12	112
ESC612	Student Teaching Seminar	D. Stuckart	7-12	NA

\*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

**Task: Field Experiences for Educational Leadership Programs**

**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or  Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)\*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

\*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses\*:

Course Number	Course Title	Instructor	No. of Full School Days

\*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

### Appendix A: Side by Side Comparison Chart: Sequence 1

Course in Existing Program: Current Program (39-42 credits)			Courses in the Newly Modified Program: Proposed Sequence 1 (39-42 credits)		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	<b>History Courses (15 credits)</b>			<b>History Courses (15 credits)</b>	
HIW 533	World History and Historiography	3	HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3	HIU 534	U.S. History and Historiography	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
	<b>Educational Foundations and Methods (21 credits)</b>			<b>Educational Foundations and Methods (21 credits)</b>	
ESC 501	Psychological Foundations	3	ESC 501	Psychological Foundations	3
ESC 502	Social Foundations	3	ESC 502	Social Foundations	3
ESC 506	Special Needs Education	3	ESC 506	Special Needs Education	3
ESC 529	Teaching Lang., Lit., and Tech	3	ESC 529	Teaching Lang., Lit., and Tech	3
ESC 533	Teaching World History	3	ESC 533	Teaching World History	3
ESC 534	Teaching U.S. History	3	ESC 534	Teaching U.S. History	3
ESC 708	Project Seminar	3	ESC 708	Project Seminar	3
	<b>Student Teaching (6 credits)</b>			<b>Student Teaching (6 credits)</b>	
ESC 596	Student Teaching	3	ESC 596	Student Teaching	3
ESC 612	Student Teaching Seminar	3	ESC 612	Student Teaching Seminar	3
	OR			OR	
	<b>Internship Teaching (3 credits)</b>			<b>Internship Teaching (3 credits)</b>	
ESC 595	Internship	2	ESC 595	Internship	2
ESC 611	Internship Seminar	1	ESC 611	Internship Seminar	1

<b>List of Selective Courses</b>					
<b>Elective History Courses</b>			<b>I. Elective History Courses (Same as Existing Program)</b>		
HIA 706	History of Religions in the Ancient World	3			
HIA 714	Classical Myth and Society	3	<b>II. Elective History or Social Science Courses</b>		
HIA 720	History of Ancient Greece	3	ANT 525	Ethnology of Selected Areas	3
HIA 721	History of Rome	3	ANT 530	Ethnology of Selected Areas	3
HIA 750	Topics in Ancient and Medieval History	3	ANT 535	Ethnology of Selected Areas	3
HIE 702	Europe in the Renaissance and Reformation	3	ANT 540	Ethnology of Selected Areas	3
HIE 705	Golden-Age Spain	3	ANT 545	Ethnology of Selected Areas	3
HIE 707	Europe in the Age of Enlightenment	3	ANT 555	Ethnology of Selected Areas	3
HIE 708	The French Revolution and Napoleon	3	GEH 502	World Regional Geography	3
HIE 709	Europe, 1815-1914	3	GEH 621	The Geography of U.S. and Canada	3
HIE 710	History of European Diplomacy	3	GEH 622	The Geography of Latin America	3
HIE 714	Europe in the Twentieth Century	3	GEH 624	The Geography of Asia	3
HIE 716	Nineteenth-century European Intellectual History	3	GEH 625	The Geography of Western Europe	3
HIE 717	The History of Ideas and Ideologies in Twentieth-Century Europe	3	GEH 626	The Geography of Eastern Europe and the Former Soviet States	3
HIE 721	Tudor-Stuart England	3	GEH 630	Geography of the New York Metropolitan Area	3
HIE 722	Britain in the Age of Industrialization and Empire	3	POL 502	Government and Politics in the U.S.	3
HIE 723	Britain in the Age of Industrialization and Empire	3	POL 504	Constitutional Law	3
HIS 701	History of Science from Descartes and Newton to Darwin and Einstein	3	POL 610	Western Political Thought	3
HIS 702	Science and Society	3	POL 630	Contemporary Comparative Government	3
HIS 727	World Revolutions	3	POL 651	Urban Politics and Government	3
HIS 734	The Irish Diaspora	3			

HIS 742	Anti-Semitism from Early Christianity to Hitler	3			
HIS 745	Science in the Twentieth Century	3			
HIS 750	Topics in Comparative History	3			
HIU 701	Colonial British America, 1586-1763	3			
HIU 704	The Era of the American Revolution, 1763-1789	3			
HIU 705	The Early Republic, 1789-1824	3			
HIU 708	Democracy, Sectionalism, and Slavery in the U.S., 1810-1825	3			
HIU 709	: The Civil War and Reconstruction, 1861-1877	3			
HIU 710	The Gilded Age and the Progressive Era, 1877-1914	3			
HIU 714	The United States, 1914-1945	3			
HIU 715	Recent United States History, 1945 to the Present	3			
HIU 716	The American Constitution in Historical Perspective	3			
HIU 717	History of American Foreign Relations, 1750-1912	3			
HIU 718	History of American Foreign Relations, 1912-Present	3			
HIU 719	The United States and the Vietnam War	3			
HIU 720	Early American Cultural and Intellectual History	3			
HIU 729	History of Sexuality and Sex Roles in America	3			
HIU 731	History of Women in America	3			
HIU 732	History of Health Care in the United States	3			

HIU 733	American Urban History	3		
HIU 735	Immigration in America	3		
HIU 738	The Family in American History	3		
HIU 741	American Business History	3		
HIU 742	History of American Labor	3		
HIU 745	American Economic History	3		
HIU 746	History of the American Presidency	3		
HIU 747	The Mainland Borough: The Bronx as a City in History	3		
HIU 748	History of New York —City and State	3		
HIU 750	Topics in American History	3		
HIW 701	Ottoman History	3		
HIW 702	Modern Middle Eastern History	3		
HIW 703	Contemporary Islamic Movements	3		
HIW 705	The Arab-Israeli Conflict	3		
HIW 716	East Asia in the Modern World	3		
HIW 722	History of Chinese Civilization	3		
HIW 723	History of Africa to 1800	3		
HIW 725	History of Modern Japan	3		
HIW 727	History of Africa 1800 to the Present	3		
HIW 730	Nineteenth-Century Latin American History	3		
HIW 731	Modern Latin America	3		
HIW 737	Latin America and the United States from 1823 to the present	3		
HIW 738	Colonial Latin America	3		
HIW 745	History of South America	3		
HIW 748	Europe and the Non-Western World in the Nineteenth and Twentieth Centuries	3		

**Appendix B: Side by Side Comparison Chart: Sequence 2**

Course in Existing Program: Current Program (39-42 credits)			Courses in the Newly Modified Program: Proposed Sequence 2 (30 credits)		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	<b>History Courses (15 credits)</b>			<b>History Courses (15 credits)</b>	
HIW 533	World History and Historiography	3	HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3	HIU 534	U.S. History and Historiography	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
	<b>Educational Foundations and Methods (21 credits)</b>			<b>Educational Foundations and Methods (9 credits)</b>	
ESC 501	Psychological Foundations	3	ESC 533	Teaching World History	3
ESC 502	Social Foundations	3	ESC 534	Teaching U.S. History	3
ESC 506	Special Needs Education	3	ESC 708	Project Seminar	3
ESC 529	Teaching Lang., Lit., and Tech	3			
ESC 533	Teaching World History	3			
ESC 534	Teaching U.S. History	3			
ESC 708	Project Seminar	3			
	<b>Student Teaching (6 credits)</b>			<b>Student Teaching (6 credits)</b>	
ESC 596	Student Teaching	3	ESC 596	Student Teaching	3
ESC 612	Student Teaching Seminar	3	ESC 612	Student Teaching Seminar	3
	OR				
	<b>Internship Teaching (3 credits)</b>				
ESC 595	Internship	2			
ESC 611	Internship Seminar	1			

<b>List of Selective Courses</b>					
<b>Elective History Courses</b>			<b>I. Elective History Courses (Same as Existing Program)</b>		
HIA 706	History of Religions in the Ancient World	3			
HIA 714	Classical Myth and Society	3	<b>II. Elective Social Science List</b>		
HIA 720	History of Ancient Greece	3	ANT 525	Ethnology of Selected Areas	3
HIA 721	History of Rome	3	ANT 530	Ethnology of Selected Areas	3
HIA 750	Topics in Ancient and Medieval History	3	ANT 535	Ethnology of Selected Areas	3
HIE 702	Europe in the Renaissance and Reformation	3	ANT 540	Ethnology of Selected Areas	3
HIE 705	Golden-Age Spain	3	ANT 545	Ethnology of Selected Areas	3
HIE 707	Europe in the Age of Enlightenment	3	ANT 555	Ethnology of Selected Areas	3
HIE 708	The French Revolution and Napoleon	3	GEH 502	World Regional Geography	3
HIE 709	Europe, 1815-1914	3	GEH 621	The Geography of U.S. and Canada	3
HIE 710	History of European Diplomacy	3	GEH 622	The Geography of Latin America	3
HIE 714	Europe in the Twentieth Century	3	GEH 624	The Geography of Asia	3
HIE 716	Nineteenth-century European Intellectual History	3	GEH 625	The Geography of Western Europe	3
HIE 717	The History of Ideas and Ideologies in Twentieth-Century Europe	3	GEH 626	The Geography of Eastern Europe and the Former Soviet States	3
HIE 721	Tudor-Stuart England	3	GEH 630	Geography of the New York Metropolitan Area	3
HIE 722	Britain in the Age of Industrialization and Empire	3	POL 502	Government and Politics in the U.S.	3
HIE 723	Britain in the Age of Industrialization and Empire	3	POL 504	Constitutional Law	3
HIS 701	History of Science from Descartes and Newton to Darwin and Einstein	3	POL 610	Western Political Thought	3
HIS 702	Science and Society	3	POL 630	Contemporary Comparative Government	3
HIS 727	World Revolutions	3	POL 651	Urban Politics and Government	3
HIS 734	The Irish Diaspora	3			



HIS 742	Anti-Semitism from Early Christianity to Hitler	3			
HIS 745	Science in the Twentieth Century	3			
HIS 750	Topics in Comparative History	3			
HIU 701	Colonial British America, 1586-1763	3			
HIU 704	The Era of the American Revolution, 1763-1789	3			
HIU 705	The Early Republic, 1789-1824	3			
HIU 708	Democracy, Sectionalism, and Slavery in the U.S., 1810-1825	3			
HIU 709	: The Civil War and Reconstruction, 1861-1877	3			
HIU 710	The Gilded Age and the Progressive Era, 1877-1914	3			
HIU 714	The United States, 1914-1945	3			
HIU 715	Recent United States History, 1945 to the Present	3			
HIU 716	The American Constitution in Historical Perspective	3			
HIU 717	History of American Foreign Relations, 1750-1912	3			
HIU 718	History of American Foreign Relations, 1912-Present	3			
HIU 719	The United States and the Vietnam War	3			
HIU 720	Early American Cultural and Intellectual History	3			
HIU 729	History of Sexuality and Sex Roles in America	3			
HIU 731	History of Women in America	3			
HIU 732	History of Health Care in the United States	3			

HIU 733	American Urban History	3			
HIU 735	Immigration in America	3			
HIU 738	The Family in American History	3			
HIU 741	American Business History	3			
HIU 742	History of American Labor	3			
HIU 745	American Economic History	3			
HIU 746	History of the American Presidency	3			
HIU 747	The Mainland Borough: The Bronx as a City in History	3			
HIU 748	History of New York — City and State	3			
HIU 750	Topics in American History	3			
HIW 701	Ottoman History	3			
HIW 702	Modern Middle Eastern History	3			
HIW 703	Contemporary Islamic Movements	3			
HIW 705	The Arab-Israeli Conflict	3			
HIW 716	East Asia in the Modern World	3			
HIW 722	History of Chinese Civilization	3			
HIW 723	History of Africa to 1800	3			
HIW 725	History of Modern Japan	3			
HIW 727	History of Africa 1800 to the Present	3			
HIW 730	Nineteenth-Century Latin American History	3			
HIW 731	Modern Latin America	3			
HIW 737	Latin America and the United States from 1823 to the present	3			
HIW 738	Colonial Latin America	3			
HIW 745	History of South America	3			
HIW 748	Europe and the Non-Western World in the Nineteenth and Twentieth Centuries	3			

### Appendix C: Side by Side Comparison Chart: Sequence 3

Course in Existing Program: Current Program (39-42 credits)			Courses in the Newly Modified Program: Proposed Sequence 3 (30 credits)		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	<b>History Courses (15 credits)</b>			<b>History Courses (15 credits)</b>	
HIW 533	World History and Historiography	3	HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3	HIU 534	U.S. History and Historiography	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
	<b>Educational Foundations and Methods (21 credits)</b>			<b>Educational Foundations and Methods (12 credits)</b>	
ESC 501	Psychological Foundations	3	NA	Elective ESC Course	3
ESC 502	Social Foundations	3	NA	Elective ESC Course	3
ESC 506	Special Needs Education	3	NA	Elective ESC Course	3
ESC 529	Teaching Lang., Lit., and Tech	3	NA	Elective ESC Course	3
ESC 533	Teaching World History	3			
ESC 534	Teaching U.S. History	3			
ESC 708	Project Seminar	3			
	<b>Student Teaching (6 credits)</b>			<b>Project Seminar (3)</b>	
ESC 596	Student Teaching	3	ESC 708	Project Seminar	3
ESC 612	Student Teaching Seminar	3			
	OR				
	<b>Internship Teaching (3 credits)</b>				
ESC 595	Internship	2			
ESC 611	Internship Seminar	1			

<b>List of Selective Courses</b>					
<b>Elective History Courses</b>			<b>I. Elective History Courses (Same as Existing Program)</b>		
HIA 706	History of Religions in the Ancient World	3			
HIA 714	Classical Myth and Society	3			
HIA 720	History of Ancient Greece	3	<b>II. Elective Social Science Courses</b>		
HIA 721	History of Rome	3	ANT 525	Ethnology of Selected Areas	3
HIA 750	Topics in Ancient and Medieval History	3	ANT 530	Ethnology of Selected Areas	3
HIE 702	Europe in the Renaissance and Reformation	3	ANT 535	Ethnology of Selected Areas	3
HIE 705	Golden-Age Spain	3	ANT 540	Ethnology of Selected Areas	3
HIE 707	Europe in the Age of Enlightenment	3	ANT 545	Ethnology of Selected Areas	3
HIE 708	The French Revolution and Napoleon	3	ANT 555	Ethnology of Selected Areas	3
HIE 709	Europe, 1815-1914	3	GEH 502	World Regional Geography	3
HIE 710	History of European Diplomacy	3	GEH 621	The Geography of U.S. and Canada	3
HIE 714	Europe in the Twentieth Century	3	GEH 622	The Geography of Latin America	3
HIE 716	Nineteenth-century European Intellectual History	3	GEH 624	The Geography of Asia	3
HIE 717	The History of Ideas and Ideologies in Twentieth-Century Europe	3	GEH 625	The Geography of Western Europe	3
HIE 721	Tudor-Stuart England	3	GEH 626	The Geography of Eastern Europe and the Former Soviet States	3
HIE 722	Britain in the Age of Industrialization and Empire	3	GEH 630	Geography of the New York Metropolitan Area	3
HIE 723	Britain in the Age of Industrialization and Empire	3	POL 502	Government and Politics in the U.S.	3
HIS 701	History of Science from Descartes and Newton to Darwin and Einstein	3	POL 504	Constitutional Law	3
HIS 702	Science and Society	3	POL 610	Western Political Thought	3
HIS 727	World Revolutions	3	POL 630	Contemporary Comparative Government	3
HIS 734	The Irish Diaspora	3	POL 651	Urban Politics and Government	3

HIS 742	Anti-Semitism from Early Christianity to Hitler	3			
HIS 745	Science in the Twentieth Century	3	<b>III. Elective ESC Course List</b>		
HIS 750	Topics in Comparative History	3	ESC 509	Instructional Practices Across the Middle School Curriculum	3
HIU 701	Colonial British America, 1586-1763	3	ESC 533	Teaching World History	3
HIU 704	The Era of the American Revolution, 1763-1789	3	ESC 534	Teaching U.S. History	3
HIU 705	The Early Republic, 1789-1824	3	ESC 711	Perspectives on Middle School Education	3
HIU 708	Democracy, Sectionalism, and Slavery in the U.S., 1810-1825	3	ESC 720	Reading and Writing Materials for Adolescents	3
HIU 709	: The Civil War and Reconstruction, 1861-1877	3	ESC 721	Young Adult Literature	3
HIU 710	The Gilded Age and the Progressive Era, 1877-1914	3	ESC 722	Teaching Communication in the Middle and High School	3
HIU 714	The United States, 1914-1945	3	ESC 723	Teaching Reading in the Content Area	3
HIU 715	Recent United States History, 1945 to the Present	3	ESC 724	Methods of Teaching Writing	3
HIU 716	The American Constitution in Historical Perspective	3	ESC 725	Teaching English Grammar	3
HIU 717	History of American Foreign Relations, 1750-1912	3	ESC 730	Inquiry-Based Learning through the Arts	3
HIU 718	History of American Foreign Relations, 1912-Present	3	ESC 757	Linguistics for TESOL	3
HIU 719	The United States and the Vietnam War	3	ESC 759	Bilingual/Bicultural Education	3
HIU 720	Early American Cultural and Intellectual History	3	ESC 760	Second Language Acquisition	3
HIU 729	History of Sexuality and Sex Roles in America	3	ESC 761	TESOL Methods I Adolescent Education	3
HIU 731	History of Women in America	3	ESC 763	Teaching Literacy through the Content Areas	3

HIU 732	History of Health Care in the United States	3	ESC 766	TESOL Methods II Content	3
HIU 733	American Urban History	3	ESC 769	Latinos in U.S. Schools	3
HIU 735	Immigration in America	3			
HIU 738	The Family in American History	3			
HIU 741	American Business History	3			
HIU 742	History of American Labor	3			
HIU 745	American Economic History	3			
HIU 746	History of the American Presidency	3			
HIU 747	The Mainland Borough: The Bronx as a City in History	3			
HIU 748	History of New York — City and State	3			
HIU 750	Topics in American History	3			
HIW 701	Ottoman History	3			
HIW 702	Modern Middle Eastern History	3			
HIW 703	Contemporary Islamic Movements	3			
HIW 705	The Arab-Israeli Conflict	3			
HIW 716	East Asia in the Modern World	3			
HIW 722	History of Chinese Civilization	3			
HIW 723	History of Africa to 1800	3			
HIW 725	History of Modern Japan	3			
HIW 727	History of Africa 1800 to the Present	3			
HIW 730	Nineteenth-Century Latin American History	3			
HIW 731	Modern Latin America	3			
HIW 737	Latin America and the United States from 1823 to the present	3			
HIW 738	Colonial Latin America	3			
HIW 745	History of South America	3			
HIW 748	Europe and the Non-Western World in the Nineteenth and Twentieth Centuries	3			

**Appendix D: Pedagogical Core Course Table: Sequence 2**

Course Number and Title	Credits	R/E	Instructor(s) or Status	Pedagogical Core Requirements (PCR) Addressed				
				General Core	Program Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
HIW 533 World History and Historiography	3	R		n/a				
HIU 534 U.S. History and Historiography	3	R		n/a				
Elective Course in History or Social Science	3	R		n/a				
Elective Course in History or Social Science	3	R		n/a				
Elective Course in History or Social Science	3	R		n/a				
ESC533 Teaching World History	3	R	D. Stuckart	v,vii				
ESC534 Teaching U.S. History	3	R	D. Stuckart	v,vii				
ESC 708 Project Seminar	3	R	D. Stuckart	v,ix				
ESC596 Student Teaching	3	R	D. Stuckart	v,vi,vii				
ESC612 Student Teaching Seminar	3	R	D. Stuckart	v,ix,				

**Courses Required for Completion Prior to Admissions to the Program**





**Appendix E: Pedagogical Core Course Table: Sequence 3**

Course Number and Title	Credits	R/E	Instructor(s) or Status	Pedagogical Core Requirements (PCR) Addressed					
				General Core	Program Specific PCR				
					Cert Code	Cert Code	Cert Code	Cert Code	
HIW 533 World History and Historiography	3	R							
HIU 534 U.S. History and Historiography	3	R							
Elective Course in History or Social Science	3	R							
Elective Course in History or Social Science	3	R							
Elective Course in History or Social Science	3	R							
Elective ESC Course in lieu of ESC501	3	R		i,ii,iv,vii,x,xi,xii,xiii	i				
Elective ESC Course ESC502	3	R		iv,viii,x,xi,xii,xiii	i,ii				
Elective ESC Course in lieu of ESC533	3	R	D. Stuckart	v,vii					
Elective ESC Course in lieu of ESC534	3	R	D. Stuckart	v,vii					
ESC 708 Project Seminar	3	R	D. Stuckart	v,ix					
<b>Courses Required for Completion Prior to Admissions to the Program</b>									
Literacy & Technology in lieu of ESC529	3	R	n/a	iv,vi	ii				
Special Education in lieu of ESC506	3	R	n/a	iii,iv,	I,ii				
Supervised Field Experiences	6	R	n/a	v,vi,vii,ix					

## **Appendix F: Course Descriptions for M.A. Social Studies Education Program**

ESC 501: Psychological Foundations of Education.

*3 hours, 3 credits. (Closed to students who have taken ESC 301 or equivalent.)* Cognitive and emotional development from childhood through adolescence; learning theories; measurement and evaluation; inclusion of special student populations, and uses of relevant technology and software. Theories and research findings discussed in relation to classroom observations. Students will be responsible for assigned readings, lectures, class discussions, and field experiences.

ESC 502: Historical Foundations of Education: A Multicultural Perspective.

*3 hours, 3 credits.* Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in New York City schools. Presentation of relevant technology and software.

ESC 506: Special Needs Education in TESOL and Secondary Settings.

*3 hours, 3 credits.* Identification, instruction, and assessment of special needs populations in secondary and TESOL settings. Laws and regulations pertaining to the education of special needs children; information on categories of disability, including autism; identifying and remediating specific learning disabilities; special education process; classroom management and positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.

ESC 529: Language and Literacies Acquisition in Secondary Education.

*3 hours, 3 credits.* The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Includes field experience.

ESC 533: Teaching World History in Middle and High School.

*3 hours, 3 credits.* 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.

ESC 534: Teaching U.S. History and Government.

*3 hours, 3 credits.* 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- 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 CST (Content Specialty Test) and ATS—W (Assessment of Teaching Skills-Written) before or during course.

ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.

*3 hours, 3 credits.* Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice. PREREQ: Departmental permission.

HIW 533: World History and Historiography.

*3 hours, 3 credits.* Important themes in world history, with a focus on the content and critical thinking needed to teach this topic at the middle and high school level.

HIU 534: U.S. History and Historiography.

*3 hours, 3 credits.* Important themes in U.S. history from the Colonial period to the present, with a focus on the content and critical thinking needed to teach this topic at the middle and high school level.

HIA 706: History of Religions in the Ancient World.

*3 hours, 3 credits.* (Not open to students who have taken HIA 306.) A survey of religious beliefs and practices of the Ancient Near Eastern and Mediterranean worlds. Religious customs of the ancient Mesopotamian cultures; Mycenaean, Minoan, and Classical Greek myth and ritual; Hellenistic religions and mystery religious cults; private household worship in the Roman Republic; and public religious faith in the Roman Empire.

HIA 714: Classical Myth and Society.

*3 hours, 3 credits.* (Not open to students who have taken HIA 314.) A comparison of the origins and development of classical mythology and heroic legend as religious beliefs, their relation to other mythologies, and their adaptation in literature and art from Hesiod and Homer through the present. A comparative analysis of Near Eastern and Nordic myth will be provided.

HIA 720: History of Ancient Greece.

*3 hours, 3 credits.* (Not open to students who have taken HIA 320.) The Ancient Greeks from prehistoric times through the development of the City-State to the death of Alexander the Great. The political, economic, social, and cultural achievement during the Bronze and the Dark Ages, the Archaic and the Classical Period, and the Hellenistic Era.

HIA 721: History of Rome.

*3 hours, 3 credits.* (Not open to students who have taken HIA 321.) Foundation and development of the Roman state, including the rise and decline of the Roman Republic

and the establishment and the fall of the Empire, with emphasis on its political, economic, social, and cultural achievements.

HIA 750: Topics in Ancient and Medieval History.

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in Ancient History. (For specific topics and sections each semester, consult the Department.)

HIE 702: Europe in the Renaissance and Reformation.

*3 hours, 3 credits. (Not open to students who have taken HIE 302).* Major developments in Western Europe in the sixteenth and seventeenth centuries, including Renaissance humanism, the rise of the printed book, reformations of religion, overseas exploration, and empires.

HIE 705: Golden-Age Spain.

*3 hours, 3 credits. (Not open to students who have taken HIE 305).* Survey of secondary literature of early modern Spanish history, including classic works and recent contributions to the field, with special attention to interdisciplinary approaches.

HIE 707: Europe in the Age of Enlightenment.

*3 hours, 3 credits. (Not open to students who have taken HIE 307).* Society, politics, and economy in Europe from 1689 through the Napoleonic Wars.

HIE 708: The French Revolution and Napoleon.

*3 hours, 3 credits. (Not open to students who have taken HIE 308.)* Preconditions of discontent in late eighteenth-century France; the origin and unfolding of the French Revolution; the Thermidorean Reaction; and the rise of Napoleon and his influence in Europe.

HIE 709: Europe, 1815-1914.

*3 hours, 3 credits. (Not open to students who have taken HIE 309.)* Political, economic, social, and intellectual ideas and developments from the Congress of Vienna to World War I.

HIE 710: History of European Diplomacy.

*3 hours, 3 credits. (Not open to students who have taken HIE 310.)* Survey of European diplomacy, with special emphasis on nineteenth- and twentieth-century developments.

HIE 714: Europe in the Twentieth Century.

*3 hours, 3 credits. (Not open to students who have taken HIE 314.)* World War I; the rise and fall of communism in Russia and Eastern Europe; fascism; World War II; postwar prosperity; European union; and the impact of immigration.

HIE 716: Nineteenth-century European Intellectual History.

*3 hours, 3 credits.* (Not open to students who have taken HIE 316). The social and intellectual formation of liberalism, conservatism, nationalism, socialism, and anarchism, and their impact on political and social change in modern Europe.

HIE 717: The History of Ideas and Ideologies in Twentieth-Century Europe.

*3 hours, 3 credits* (Not open to students who have taken HIE 317). The social movements and ideas that have shaped our modern consciousness, including communism, fascism, existentialism, feminism, revolution, and total war.

HIE 721: Tudor-Stuart England.

*3 hours, 3 credits.* (Not open to students who have taken HIE 321.) The advent of the Tudor dynasty, Henry VIII, the divorce, and the church; Queen Elizabeth's government and the church; Elizabethan society; poverty and vagrancy in the Tudor state; the divine right of kings and mass political attitudes in early Stuart England; the origins of the civil war; the execution of Charles I; Oliver Cromwell and the saints; restoration England; and the Glorious Revolution.

HIE 722: Britain in the Age of Industrialization and Empire.

*3 hours, 3 credits.* (Not open to students who have taken HIE 322.) Modern Britain in the eighteenth and nineteenth centuries. The impact of the industrial revolution on British society; the American Revolution; democratization; depression, imperialism, and the new liberalism; and the Irish question in British politics.

HIE 723: Britain in the Twentieth Century.

*3 hours, 3 credits.* (Not open to students who have taken HIE 323.) World War I and its effects on politics and society; the economic crisis of 1931 and the National Government; depression; Churchill and the war effort; the Labour Party, nationalization, and the welfare state after 1945; decolonization; economy and society under Thatcher; the rise of New Labour.

HIS 701: History of Science from Descartes and Newton to Darwin and Einstein.

*3 hours, 3 credits.* (Not open to students who have taken HIE 301.) This course examines the nature and significance of scientific thinking in the work of Descartes, Leibnitz, and Newton; the conflicts between science and religion in the seventeenth century; materialism's penetration of biology from physics; the revolution in chemistry associated with Priestley and Lavoisier; the interface between science and the industrial revolution; the work of the French biologist Claude Bernard, illustrating the development of biology and experimental medicine; the startling work of Charles Darwin; and twentieth-century topics, such as field and atomic theory, relativity, and quantum theory and their important philosophical implications.

HIS 702: Science and Society.

*3 hours, 3 credits.* (Not open to students who have taken HIS 302.) Social aspects of the growth of modern science from the seventeenth century to the present. Religion and science in Galileo's Italy, science and technology during the industrial revolution,

scientific institutions during the French Enlightenment, Darwin and Social Darwinism, eugenics and racial hygiene, big science, and the human genome project.

**HIS 727: World Revolutions.**

*3 hours, 3 credits (Not open to students who have taken HIS 327.)* The nature, causes, and results of revolutionary change, including the French, the American, the Haitian, the Russian, and the Chinese revolutions, and the depiction of revolutionary change in art, theater, and literature.

**HIS 734: The Irish Diaspora.**

*3 hours, 3 credits. (Not open to students who have taken HIS 334.)* A survey of the circumstances and consequences of Irish immigration from the eighteenth century to the present, including the patterns of settlement and assimilation of Irish immigrants in the West Indies, the United States, Canada, England, Scotland, Wales, Australia, New Zealand, and South Africa.

**HIS 742: Anti-Semitism from Early Christianity to Hitler.**

*3 hours, 3 credits. (Not open to students who have taken HIS [HCU] 342.)* The origin of conflict between Christianity and Judaism, and the fate of Jews in Medieval Europe. The gradual liberation and assimilation of the Jews of Western Europe, 1789-1870. The rise of modern racism and anti-Semitism in Europe, 1889-1939. Hitler, the Nazis, and the destruction of European Jewry during World War II. Anti-Semitism in the contemporary world. Social-psychological and cultural theories of anti-Semitism will be considered.

**HIS 745: Science in the Twentieth Century.**

*3 hours, 3 credits. (Not open to students who have taken HIS 304.)* A multidisciplinary survey of scientific and technological development in the twentieth century, emphasizing the ethical issues and social implications arising from them.

**HIS 750: Topics in Comparative History.**

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in comparative history. (For specific topics and sections each semester, consult the Department.)

**HIU 701: Colonial British America, 1586-1763.**

*3 hours, 3 credits. (Not open to students who have taken HIU 301.)* The British colonies in North America from the lost English settlement at Roanoke to the treaty ending the French and Indian War. The collision of Europeans and Native Americans, conflicts between the European colonial powers, the establishment of slavery in North America, and political, social, and religious development.

**HIU 704: The Era of the American Revolution, 1763-1789.**

*3 hours, 3 credits. (Not open to students who have taken HIU 304.)* American development from the mid-eighteenth century through the framing of the Constitution, with emphasis upon the American Revolution, the interrelation of European and American affairs, and the growth of American institutions and ideals.

HIU 705: The Early Republic, 1789-1824.

*3 hours, 3 credits. (Not open to students who have taken HIU 305.)* The founding and development of a republican form of government: the evolution of political parties, the economic growth of the nation and its impact on politics, and the transition from a republic to a democracy engendered by economic growth and the search for political power.

HIU 708: Democracy, Sectionalism, and Slavery in the U.S., 1810-1825.

*3 hours, 3 credits. (Not open to students who have taken HIU 308.)* The age of the common man in politics, increasing sectional tensions, and the prominence of the slavery issue in American life. Abolitionism, workingmen's agitation, women's rights, westward expansion, states' rights, the defense of slavery, and the coming of the Civil War.

HIU 709: The Civil War and Reconstruction, 1861-1877.

*3 hours, 3 credits. (Not open to students who have taken HIU 309.)* Key events of the Civil War and its aftermath, including emancipation and the status and role of newly freed Black Americans.

HIU 710: The Gilded Age and the Progressive Era, 1877-1914.

*3 hours, 3 credits. (Not open to students who have taken HIU 310.)* Industrialization and the rise of the corporation, the importance of the transcontinental railroads, immigration, urbanization, black disenfranchisement, Jim Crow and the emergence of the New South, populism, the integration of the Far West, Progressivism, and trust busting.

HIU 714: The United States, 1914-1945.

*3 hours, 3 credits. (Not open to students who have taken HIU 314.)* Domestic and foreign affairs, including the two World Wars, the Roaring Twenties, the Great Depression, and Franklin Roosevelt and the New Deal.

HIU 715: Recent United States History, 1945 to the Present.

*3 hours, 3 credits. (Not open to students who have taken HIU 315.)* Domestic and foreign affairs since the end of World War II. The Cold War and anti-Communism at home and abroad, and changes in American social, economic, and political values and institutions.

HIU 716: The American Constitution in Historical Perspective.

*3 hours, 3 credits. (Not open to students who have taken HIU 316.)* The American constitutional system from the American Revolution to the present. The evolution of legal structures, the growth of rights and remedies, the changing content of justice, organization of government, the balance of freedom and order.

HIU 717: History of American Foreign Relations, 1750-1912.

*3 hours, 3 credits. (Not open to students who have taken HIU 317.)* A history of American foreign relations from colonial times to the early twentieth century, with emphasis on the diplomacy of the American Revolution; foreign affairs and the

Constitution; the War of 1812; the Monroe Doctrine; expansion, sectionalism, and the coming of the Civil War; and America's emergence as a world power.

HIU 718: History of American Foreign Relations, 1912-Present.

*3 hours, 3 credits. (Not open to students who have taken HIU 318.)* American foreign relations from the early twentieth century to the present. The U.S. role in World Wars I and II; the Cold War; and the growth of presidential power in foreign affairs.

HIU 719: The United States and the Vietnam War.

*3 hours, 3 credits. (Not open to students who have taken HIU 319.)* The reasons why the United States became involved in the Vietnam War, the methods employed, and the consequences of U.S. involvement.

HIU 720: Early American Cultural and Intellectual History.

*3 hours, 3 credits. (Not open to students who have taken HIU 320.)* The major ideas, institutions, and individuals in American cultural and intellectual life from the mid-seventeenth through the late-nineteenth centuries. Puritanism; the Enlightenment in America; republicanism and romanticism; and the professionalization of letters and learning.

HIU 729: History of Sexuality and Sex Roles in America.

*3 hours, 3 credits. (Not open to students who have taken HIU 329.)* The social history of sexual roles as they have developed and changed in America from colonial times to the present.

HIU 731: History of Women in America.

*3 hours, 3 credits. (Not open to students who have taken HIU 331.)* Historical study of women's conditions, statuses, and roles in American society from colonial times to the present.

HIU 732: History of Health Care in the United States.

*3 hours, 3 credits. (Not open to students who have taken HIU 332.)* Examination of health care in America from colonial times to the present. Topics include the development of the medical profession, the rise of the public health movement, the growth of hospitals, and popular attitudes toward health and disease.

HIU 733: American Urban History.

*3 hours, 3 credits. (Not open to students who have taken HIU 333.)* The formation, growth, and transformation of American cities from the wilderness village to the megalopolis. Emphasis on the changing political and economic roles of cities, patterns of social stratification, power, and mobility; and trends in recent urban social and cultural life.

HIU 735: Immigration in America.



*3 hours, 3 credits. (Not open to students who have taken HIU 335.)* The motives and aspirations of immigrants, their contributions to the effects on American social structure, and the tensions between assimilation and ethnicity.

HIU 738: The Family in American History.

*3 hours, 3 credits. (Not open to students who have taken HIU 328.)* Historical study of the family in America, including its European roots and its relationship to the frontier, slavery, immigration, and current developments in industrialism, urbanization, and technology.

HIU 741: American Business History.

*3 hours, 3 credits. (Not open to students who have taken HIU 341.)* The rise of business enterprise in America from its earliest commercial origins to giant corporations and conglomerates. Themes include the rise of early commerce; emergence of consolidated industry; prominent businessmen and business techniques; analysis of business philosophy and entrepreneurial attitudes; reactions to corporate power by labor and government; evolution of business forms and structures; and the impact of business enterprise on the political, legal, and cultural development of America.

HIU 742: History of American Labor.

*3 hours, 3 credits. (Not open to students who have taken HIU 342.)* The American worker from colonial times to the present, with emphasis on the period since the Civil War. Themes include the origins and character of the American labor movement; the impact of industrialization on the worker; slavery and wage labor; the growth and development of the major American labor unions; the impact of social reformers and radicals on the labor movements and the American worker; public employees and collective bargaining; and the changing attitudes of the American worker.

HIU 745: American Economic History.

*3 hours, 3 credits. (Not open to students who have taken HIU 345.)* Studies in American economic development from the agricultural and commercial economy of the colonies to contemporary U.S. preeminence as an industrial nation. Attention will be given to the economic institution and policy with regard to political and social developments.

HIU 746: History of the American Presidency.

*3 hours, 3 credits. (Not open to students who have taken HIU 346.)* America's presidents and how the presidency has developed from George Washington to the present.

HIU 747: The Mainland Borough: The Bronx as a City in History.

*3 hours, 3 credits. (Not open to students who have taken HIU 347.)* The urban history of the Bronx from the seventeenth century to the present. Major emphasis on 1874-1945, the period of the borough's most rapid growth and experience with modern urban problems. Topics include ethnic in-migration and mobility; the effects of mass-transit development; Prohibition; and the ways various external events, such as wars and depression, have influenced the borough and its people.

HIU 748: History of New York —City and State.

*3 hours, 3 credits. (Not open to students who have taken HIU 348.)* Examination of the interaction between the urban center and the State from their respective origins as New Amsterdam and New Netherland to the twentieth century. Special emphasis is placed on the socioeconomic reasons for the cosmopolitan nature of the metropolis and its uniqueness as a major urban entity.

HIU 750: Topics in American History.

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in American history. (For specific topics and sections each semester, consult the Department.)

HIW 701: Ottoman History.

*3 hours, 3 credits. (Not open to students who have taken HIW 301.)* Political, socio-economic, and cultural history of the Ottoman Empire from its fourteenth-century beginnings to its demise at the end of World War I.

HIW 702: Modern Middle Eastern History.

*3 hours, 3 credits. (Not open to students who have taken HIW 302.)* Societies and politics of the Middle East in the nineteenth and twentieth centuries. The Islamic and Ottoman legacies, reforms and reforming elites, changing roles of religion, nationalist ideologies, Great Power intervention, regional politics, and the Arab-Israeli conflict.

HIW 703: Contemporary Islamic Movements.

*3 hours, 3 credits. (Not open to students who have taken HIW 303.)* Contemporary movements of Islamic resurgence and activism in the Middle East, North Africa, Central and South Asia, and beyond.

HIW 705: The Arab-Israeli Conflict.

*3 hours, 3 credits. (Not open to students who have taken HIW 305.)* The Arab-Israeli conflict from the late nineteenth century to the present; political, military, diplomatic, economic, cultural, and psychological dimensions.

HIW 716: East Asia in the Modern World.

*3 hours, 3 credits. (Not open to students who have taken HIW 316.)* The making of modern East Asia from the Manchu invasions of the seventeenth century to the present-day rise of China, Japan and Korea as military, economic, and cultural powers.

HIW 722: History of Chinese Civilization.

*3 hours, 3 credits.* A cultural history of China, focusing on different ways different people have attempted to characterize Chinese civilization. Focus on religion, labor, foreign relations, and daily life from the advent of writing to the present.

HIW 723: History of Africa to 1800.

*3 hours, 3 credits. (Not open to students who have taken HIW 323.)* Survey of African history from the earliest times to 1800. Beginning with the development of early human

societies, the course will cover environmental, social, economic, political, and religious transformations before 1800.

HIW 725: History of Modern Japan.

*3 hours, 3 credits.* The emergence of Japan as a world power, focusing on its relationship with the United States. Topics include samurai and warfare, Shinto, the fragility of democracy, World War II, the U.S. occupation of Japan, Japan's role in Asia, and Japanese perspectives on globalization.

HIW 727: History of Africa 1800 to the Present.

*3 hours, 3 credits.* (Not open to students who have taken HIW 327.) Survey of African history from 1800 to the present. Beginning with large-scale internal transformations in the nineteenth century, the course will address social, economic, political, and religious transformations on the continent since 1800.

HIW 730: Nineteenth-Century Latin American History.

*3 hours, 3 credits.* (Not open to students who have taken HIW 330.) Examination of the broad changes and continuities in Latin America over the course of the "long nineteenth century," from political independence in the 1820s to the rise of nationalist challenges to liberalism in the 1930s.

HIW 731: Modern Latin America.

*3 hours, 3 credits.* (Not open to students who have taken HIW 331.) Examination of the nations of Latin America from the beginning of the twentieth century to the present, with a focus on political reform and revolution, economic development, and social movements.

HIW 737: Latin America and the United States from 1823 to the present.

*3 hours, 3 credits.* (Not open to students who have taken HIW 337 or LAC 337.) Relations between the United States and Latin American countries since their creation as independent republics.

HIW 738: Colonial Latin America.

*3 hours, 3 credits.* (Not open to students who have taken HIW 330 or HIW 338.) Examination of the construction and development of colonial societies in Latin America from the encounters of the sixteenth century to the crisis of the Iberian empires in the late eighteenth century.

HIW 745: History of South America.

*3 hours, 3 credits.* Examination of the pre-Columbian and colonial foundations of the nation-state and the construction of modern nations in South America in the post-independence period. Special emphasis on the challenge of creating viable political systems in the context of geopolitical pressures and local complexities.

HIW 748: Europe and the Non-Western World in the Nineteenth and Twentieth Centuries.

*3 hours, 3 credits. (Not open to students who have taken HIW 348.)* Imperialism and colonialism in Africa and Asia, the growth of nationalism, decolonization, revolution, independence, and globalization.

HIW 750: Topics in Non-Western History.

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in non-Western history. (For specific topics and sections each semester, consult the Department.)