

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Early Childhood; Early Childhood w. Bilingual Ext.; Childhood; Childhood w. A Bilingual Ext. / Undergraduate Minor

Hegis Number: NA

Program Code: NA

Effective Term: Spring 2015

1. Type of Change:

Change in Program Requirements for ECCE Minor

2. From:

Teacher Certification

~~[New undergraduate programs, designed to meet New York State teacher certification requirements, went into effect for students entering undergraduate teacher education programs as of September 1, 2001. Upon completion of one of the following programs, and after achieving passing scores in required New York State teacher certification examinations, the student will have satisfied State requirements for Initial Certification in one of the following programs: Early Childhood; Early Childhood with a Bilingual Extension; Childhood; or Childhood with a Bilingual Extension.~~

~~A student can acquire a New York State initial teaching certificate when he or she has successfully completed the following:~~

- ~~• all core and distribution requirements and~~
- ~~• a approved liberal arts major;~~
- ~~• a 12-credit Early Childhood and Childhood Education (ECCE) minor;~~
- ~~• a certification sequence of professional coursework;~~
- ~~• professional practice (student teaching and student teaching seminar);~~
- ~~• passing scores on required NYS teacher certification examinations: NYS LAST examination, NYS CST-Multiple Subjects examination, and NYS ATS-W examination; and~~
- ~~• mandatory training in child abuse identification and reporting [and] violence prevention.~~

~~NOTE: Changes in program requirements designated by the New York State Education Department for Teacher, Counselor, and/or Administrator certifications occur from time to time. As such, students are advised to consult the School of the Division of Education, Room B-33 of Carman Hall, to determine the most current program requirements for certification. Students not seeking an institutional recommendation but who intend to apply independently for certification should consult with a departmental adviser prior to registration so that a course of study fulfilling State requirements may be~~

~~planned. New York State may at some point end the independent transcript review route to certification. Students should consult the New York State Education Department website for updates or may check with the School of Education's Certification Office to determine if a change in this policy has been adopted.~~

~~Examination Requirements for Initial Certification~~

~~Students who seek the New York State initial teacher certification in Early Childhood or Childhood Education must pass three certification tests: the Literacy Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test-Multiple Subjects (CST-Multiple Subjects).~~

~~Students who wish to register for the 12-credit ECCE minor must have successfully completed College entrance requirements as well as English and math requirements and completed a declaration of major/minor form signed by an ECCE advisor.~~

The Department Minor

The required courses and credits in the ECCE minor are as follows:

ECE 300: Education in Historical, Political, and Sociocultural Contexts—Birth to Grade 6 (3 credits);

ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);

ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits); and

ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

Requirements for Professional Coursework

~~Professional coursework includes courses focusing on teaching a variety of content areas at the early-childhood level (Birth to Grade 2) or at the childhood level (Grades 1 to 6). Additionally, students can elect a program at either level with an integrated bilingual extension.~~

~~Students who plan to enter a teacher certification program in the Department must see an undergraduate adviser to obtain information regarding both the recommended general education sequence and approved liberal arts majors prior to their first Lehman registration. Students who wish to register for professional coursework in one of the four teacher certification sequences must meet the following requirements:~~

~~Completion of the College's general core and distribution requirements, with the following specifications and additions:~~

- ~~• Candidates must receive a C or better grade in each of the following course requirements:~~

~~*Arts Requirement:* One course in the Arts (Art history or music appreciation is recommended.);~~

~~*Math Requirement:* MAT 123 and 132, or math course] approved by ECCE [and math advisers];~~

~~*Science Requirement:* Eight credits of natural science with lab. (CHE 136, PHY 135, and/or GEO 166 are recommended.)~~

~~Declaration of an approved major for ECCE teacher education;
Completion of the 12-credit ECCE minor;
A minimum 2.75 overall index;~~

~~Completion of a written Departmental application for the certification sequence of choice; and~~

- ~~• Evidence of having registered for or taken the New York State LAST examination for advisement purposes.~~

Requirements for Professional Practice

~~Students who successfully complete the minor and the professional coursework in the certification sequences are eligible to register for professional practice (supervised student teaching) if the following requirements are met:~~

- ~~• Completion of the ECCE minor and professional coursework with a combined minimum 3.0 GPA;~~
- ~~• Completion of a recommended liberal arts and sciences major with a minimum 3.0 GPA; and~~
- ~~• Completion of a student teaching application.]~~

3. To:

The Department of Early Childhood and Childhood Education offers two options for a minor: (1) a minor for students who would like to seek teaching certification in Early Childhood or Childhood Education that allows them to complete pre-requisites for a master's program specifically designed for them that leads to a NYS teaching certification (OPTION 1) and (2) a minor for students who want an ECCE minor but do not intend on seeking NYS certification in Early Childhood or Childhood education (OPTION 2).

OPTION 1. ECCE Minors for Students Seeking NYS Teaching Certification

The Department of Early Childhood and Childhood Education offers undergraduate minor programs that allow students to complete many of the prerequisites required for graduate programs that lead to NYS initial teaching certification in:

Childhood Education (Grades 1-6)

Childhood Education (Grades 1-6) with a Bilingual Extension

Early Childhood Education

Early Childhood Education with a Bilingual Extension

These programs are referred to as "Minor to Master's" programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor's degree. Upon satisfactory completion of the minor, they may apply for a "fast track" 30 credit graduate program

specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.

Each Minor to Master's program is composed of four ECCE 300 level courses (12 credits), four 400 level courses (12 credits) completed during the senior year of the undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits).

Candidates who apply to a Minor to Master's program in the final semester of their junior year may be qualified to pursue either a 30 credit graduate program in Childhood Education with or without a Bilingual Extension or a 30 credit graduate program in Early Childhood Education with or without a Bilingual Extension.

Students interested in beginning a Minor to Master's program track in their senior year must complete the following coursework prior to applying to the program:

12 Credits of 300-Level ECCE Coursework:

ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);

ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits)

ECE 304 Foundations of Early Language and Literacy Development, Birth to Grade Two (3 credits)

ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

NOTE: ECE 301, ECE 302, and ECE 311 may be taken in any order; however, to register for ECE 304, students must declare the minor in Early Childhood and Childhood Education and have completed ECE 301.

A student must meet the following requirements to be admitted into one of two "Minor to Master's" tracks:

- Completion of ECE 301, ECE 302, ECE 304 and ECE 311 with minimum 3.0 grade point average
- Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,
- Submission of SAT or ACT scores
- Satisfactory completion of undergraduate 300 level minor courses and NY State liberal arts requirements,
- Two letters of recommendation, one must be from the student's ECE 304 instructor,
- An interview with program faculty and an interview in Spanish for students who will be taking the bilingual extension,

- An on-site writing sample in English and a Spanish writing sample for students who will be taking the bilingual extension, and
- Completion of the College's general education requirements,
- Completion of additional courses in the Liberal Arts and Sciences with a grade of C or better in each course. Some of these requirements can be met by completing courses that also fulfill general education requirements; students must consult with ECCE program coordinators for approved courses in each area:

Arts Requirement: One course in the Arts

Math Requirement: Two courses in Mathematics approved by an ECCE program coordinator

Science Requirement: Two courses in Natural Science

Social Science Requirement: Two courses in the Social Sciences

Foreign Language: Two semesters of the same foreign language or the equivalent (Note: American Sign Language can be used to meet this requirement in addition to any foreign language

English: Two courses in English (generally ENG 111 and 121 or equivalent)

Track 1: ECCE Minor For Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension.

12 Credits of 400 -Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 Issues in Bilingualism (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages (3 credits)

DEC 436 Art Methods for Childhood, Grades 1-6 (3 credits)

DEC 437 Methods of Math, Grades 1-6 (3 credits)

Track 2: ECCE Minor For Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension.

12 Credits of 400-Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 Issues in Bilingualism (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages (3 credits)

ECE 436 The Young Child and the Arts, Birth to Grade (3 credits)

ECE 438 The Young Child and Music, Birth to Grade 2 (3 credits)

NOTE: Both tracks require that students take the NYS ASLT (Academic Skills Literacy Test) during the first semester of the 400 level sequence.

OPTION 2. ECCE Minor for Students Not Seeking NYS Teaching Certification in through a Minor to Master's program

Students who wish to register for the 12-credit ECCE minor and are not interested in pursuing a teacher certification program can complete the following:

- ECE 300: Education in Historical, Political, and Sociocultural Contexts—Birth to Grade 6 (3 credits)*
- ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);
- ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits); and
- ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

*NOTE: If a student has completed ECE 304, the student does not need to complete ECE 300 to satisfy the Option 2 Minor.

4. Rationale (Explain how this change will impact learning goal and objectives of the department and Major/Program):

- Students will be permitted to use ECE 304 to meet 3 credits toward the Option 2 minor if they initially took this course and do not pursue or are not admitted into a Minor to Masters 400 level course sequence.
- The “Minor to Master’s” programs will replace the existing undergraduate certification sequence programs, because the existing program leading to initial certification in Early Childhood Education do not fully address the new NY State requirements for teacher certification, nor do they fully prepare candidates to meet classroom performance expectations for first year teachers.
- Students in the minor to masters program will form cohorts who will be assigned advisors who can support them in their preparation over the course of three years. This extended time frame is particularly important for students who are challenged by new testing demands, which are part of NYS certification requirements.
- Students in the Minor to Master’s programs will be fast tracked, completing teaching certification in less time and at less cost than students completing a traditional graduate program because many prerequisite NYS certification requirements are met through the undergraduate programs. As a result, a 30 credit master’s is required to complete certification as opposed to 40 or more credits.
- As part of the New York State requirements, this new program includes a stronger emphasis in course work in addressing the needs of English language learners and children with special needs as well as more rigorous preparation in

mathematics, a priority articulated by the NYS Commissioner of Education. Additionally, the course work embedded in this program can lead to a bilingual extension (a teacher shortage area in NYS) without having to take any additional courses. The graduate portion of the program will include half of all requirements for an advanced certificate in special education (a teacher shortage area in NYS).

- Many of the changes incorporated in the revised programs are based on what has been learned from a five year federal grant (MATH UP) that provided resources for the department to explore more effective ways of preparing elementary teachers.
- ECE 304 has been added to the ECCE minor in order to meet the six credit literacy requirement for NYS teaching certification and to better prepare candidates for the new performance based edTPA which requires demonstrated ability in literacy planning, instruction, and assessment.
- Option 2: a general ECCE minor will continue to be available to students who wish to a 12 credit concentration in Early Childhood and Childhood Education and wish for this to appear on their transcript. Students who might seek this option would be students seeking other certifications or licenses that require 12 credits of educational coursework such as those seeking a TSSLD license upon completing a graduate program in that discipline.

5. Date of Department Approval: October 22, 2014

**LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 304 (3 hours, 3 credits)
Course Title	Foundations of Early Language and Literacy Development, Birth to Grade Two
Description	Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. Requires a minimum of 15 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	Prerequisite: ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	_____ Creative Expression _____ Individual and Society _____ Scientific World
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3. Rationale:

ECE 304 has been added to the ECCE minor in order to meet the six credit literacy requirement for NYS teaching certification and to better prepare candidates for the new performance based edTPA which requires demonstrated ability in literacy planning, instruction, and assessment. ECE 301 has been added as a pre-requisite in order that instruction in language and literacy development can build on the general skills of child observation and development learned in ECE 301.

4. Academic Objectives:

Students will:

- Understand the process of emergent and early literacy acquisition/development.
- Understand oral language acquisition in children from birth through second grade and how this process informs emergent/early reading and emergent/early writing.
- Understand how language and literacy develop in young multilingual children and children with special learning needs including gifted children.
- Understand the impact of new media and technology on children's literacy development.
- Use various observation-based approaches to study literacy development in young children.
- Develop knowledge of various ways of assessing literacy and language development.
- Develop a knowledge base grounded in research on language and literacy acquisition and learning that includes family as partners.
- Become familiar with the NYS Core Competencies for early Childhood Educators that support language and literacy development, Common Core Language Arts Standards for PreK, and the K-2 Foundational Skills.
- Demonstrate knowledge of NAEYC position papers on reading and writing.
- Demonstrate knowledge of programs and policies that support ethical and moral dispositions towards literacy learning for multilingual, multicultural children.

5. Date of Departmental Approval: April 9, 2014

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CURRICULUM CHANGE

1. Type of change: New Course

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART Methods
Course Prefix & Number	ECE 436
Course Title	The Young Child and the Arts, Birth to Grade 2
Description	Exploration of ways in which young children, including young children who are learning English as a second language, and young children with special needs, develop aesthetic appreciation of and experiences in the arts in family, neighborhood, early care, and school settings. Documentation and assessment of children's artistic development and expressions of ideas through art using multiple artistic modalities. Integration of appropriate technology tools consistent with National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations and development of an academic portfolio. 10 hours of fieldwork required.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Early Childhood Education or Early Childhood Education with a Bilingual Extension
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: This course will be part of the requirements for the new Minor to Masters program in Early Childhood Education that leads to initial certification birth-grade 2. As part of the New York State requirements, this course is designed to address children's artistic development and expressions of ideas through art using multiple artistic modalities. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Student Outcomes expected upon Completing Course: Students who successfully complete the course will be expected to evidence Beginning, Developing, or Proficient Competencies as they demonstrate:

(Knowledge)

- Understanding of the key concepts and procedures of art education in early childhood that support the NAEYC standards.
- Understanding of interdisciplinary approaches as well as problem solving strategies inherent in art education for young children.

- Knowledge of informal assessment techniques as related to art development in young children.

(Skills)

- Ability to observe, describe, document, and assess young children's development in art
- Ability to select, evaluate, and interpret informal and standardized assessments related to art development in young children and to communicate the results of these assessments for all young children including those who speak English as a second language, as well as those with special needs and served through IEP and IFSP processes
- Ability to analyze technical, communication and visual literacy skills embedded in art production tasks
- Ability to implement a variety of problem-solving strategies and approach problem-solving using alternative strategies which reflect age-appropriate processes and multiple assessment strategies in art education
- Ability to identify classroom learning/teaching problems in art education in an early childhood program
- Ability to adapt strategies, including multidisciplinary strategies and environments to meet the needs of all young children
- Ability to integrate IEP and IFSP processes in the teaching of art
- Ability to involve families as meaningful participants and decision makers related to the development and learning of their children
- Ability to use media and technology to further study and research related to art education
- Ability to conduct action research related to art education in early childhood education

(Dispositions)

- Affirmation, respect and caring for culturally and linguistically diverse young children as well as those with a wide array of other special needs, support home language preservation, promote anti-bias approaches through the creation of learning environments and experiences as related in art
- Affirmation and caring and respect for culturally diverse families and their role in supporting the development and learning of young children
- Journal/portfolio that examines the on-going development of personal attitudes, skills and knowledge in the learning and teaching of art in early childhood

5. **Date of Departmental Approval:** October 22, 2014

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CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	MUSIC Methods
Course Prefix & Number	ECE 438
Course Title	The Young Child and Music, Birth to Grade 2
Description	Exploration of ways in which young children, including young children who are learning English as a second language, and young children with special needs, develop music appreciation and learn to create music in family, neighborhood, early care, and school settings. Documentation and assessment of children's musical development and expressions of ideas through music. Integration of appropriate technology tools consistent with National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations and development of an academic portfolio. Note: 10 hours of fieldwork required.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Early Childhood Education or Early Childhood Education with a Bilingual Extension
Credits	3

Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: This course will be part of the requirements for the new Minor to Masters program in Early Childhood Education that leads to initial certification birth-grade 2. As part of the New York State requirements, this course is designed to address children's artistic development and expressions of ideas through using multiple artistic modalities, in this case, music. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Student Outcomes expected upon Completing Course: Students who successfully complete the course will be expected to evidence Beginning, Developing, or Proficient Competencies as they demonstrate:

(Knowledge)

- Understanding of the key concepts and procedures of music education in early childhood that support the NAEYC standards.
- Understanding of interdisciplinary approaches as well as problem solving strategies inherent in music education for young children.
- Knowledge of informal assessment techniques as related to music development in young children.

(Skills)

- Ability to observe, describe, document, and assess young children's development in music
- Ability to select, evaluate, and interpret informal and standardized assessments related to music development in young children and to communicate the results of these assessments for all young children including those who speak English as a second language, as well as those with special needs and served through IEP and IFSP processes
- Ability to analyze technical, communication and musical skills embedded in musical production tasks
- Ability to implement a variety of problem-solving strategies and approach problem-solving using alternative strategies which reflect age-appropriate processes and multiple assessment strategies in music education
- Ability to identify classroom learning/teaching problems in music education in an early childhood program
- Ability to adapt strategies, including multidisciplinary strategies and environments to meet the needs of all young children
- Ability to integrate IEP and IFSP specifications in the teaching of music
- Ability to involve families as meaningful participants and decision makers related to the development and learning of their children
- Ability to use media and technology to further study and research related to music education
- Ability to conduct action research related to music education in early childhood education

(Dispositions)

- Affirmation, respect and caring for culturally and linguistically diverse young children as well as those with a wide array of other special needs, support home language preservation, promote anti-bias approaches through the creation of learning environments and experiences related to music
- Affirmation and caring and respect for culturally diverse families and their role in supporting the development and learning of young children

- Journal/portfolio that examines the on-going development of personal attitudes, skills and knowledge in the learning and teaching of music in early childhood

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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART METHODS
Course Prefix & Number	DEC 436
Course Title	Art Methods in Childhood, Grades 1-6
Description	Exploration of ways in which children, including children who are learning English as a second language, and children with special needs, develop aesthetic appreciation and experiences in the arts in school settings. Documentation and assessment of children's artistic development and expressions of ideas through art using multiple artistic modalities to meet national and state standards. Note: Ten hours of fieldwork required in childhood settings with diverse populations and development of a portfolio.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Childhood Education or Childhood Education with a Bilingual Extension
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. Rationale: This course will be part of the requirements for the new Minor to Masters program in Childhood Education w that leads to initial certification in grades 1-6 with our without a bilingual extension. As part of the New York State requirements, this course is designed to address children's artistic development and expressions of ideas through art using multiple artistic modalities. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Student Outcomes expected upon Completing Course: Students who successfully complete the course will be expected to evidence Beginning, Developing, or Proficient Competencies as they demonstrate:

(Knowledge)

- Understanding of the key concepts and procedures of art education in early childhood that support the ACEI standards.
- Understanding of interdisciplinary approaches as well as problem solving strategies inherent in art education for children.
- Knowledge of informal assessment techniques as related to art development in children.

(Skills)

- Ability to observe, describe, document, and assess children's development in art
- Ability to select, evaluate, and interpret informal and standardized assessments related to art development in children and to communicate the results of these assessments for all children including those who speak English as a second language, as well as those with special needs and served through IEP and IFSP processes
- Ability to analyze technical, communication and visual literacy skills embedded in art production tasks
- Ability to implement a variety of problem-solving strategies and approach problem-solving using alternative strategies which reflect age-appropriate processes and multiple assessment strategies in art education

- Ability to identify classroom learning/teaching problems in art education in a childhood program
- Ability to adapt strategies, including multidisciplinary strategies and environments to meet the needs of all children
- Ability to integrate IEP and IFSP processes in the teaching of art
- Ability to involve families as meaningful participants and decision makers related to the development and learning of their children
- Ability to use media and technology to further study and research related to art education

(Dispositions)

- Affirmation, respect and caring for culturally and linguistically diverse children as well as those with a wide array of other special needs, support home language preservation, promote anti-bias approaches through the creation of learning environments and experiences as related in art
- Affirmation and caring and respect for culturally diverse families and their role in supporting the development and learning of children
- Journal/portfolio that examines the on-going development of personal attitudes, skills and knowledge in the learning and teaching of art in childhood

5. **Date of departmental approval:** October 22, 2014

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Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Math Methods in Childhood, Grades 1-6
Course Prefix & Number	DEC 437
Course Title	Methods of Math in Childhood Settings, Grades 1-6
Description	Exploration of the diverse ways in which children, including children who are learning English as a second language, and children with special needs develop an understanding of mathematical concepts family, community, and school settings. Study of approaches to assessment and documentation of children's development in mathematics to insure continuous development of problem-solving processes and expression of ideas in mathematics. Integration of inquiry-based methods, appropriate manipulatives and technology tools consistent with national and state standards. Note: Ten hours of fieldwork required in childhood settings with diverse populations and the development of an academic portfolio.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Childhood Education or Childhood Education with a Bilingual Extension
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. Rationale: This course will be part of the requirements for the new Minor to Master's program in Childhood Education that leads to initial certification in grades 1-6 with or without a bilingual extension. As part of the New York State requirements, this course is designed to address children's mathematical development and expressions of ideas through math using multiple modalities. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Upon completion of the course, the candidate will be able to:

- Appreciate the nature, history, and philosophy of mathematics education, including major concepts, principles, theories, technological and social applications, and research related to the construction of learning opportunities that support development, acquisition of knowledge, and motivation in early childhood and elementary mathematics.
- Comprehend the constructivist approach to teaching and learning, how children learn mathematics, and effective teaching practices based on knowledge of individual and group motivation and behavior to foster active engagement in learning, self-motivation, and positive social interaction that create supportive learning environments.
- Design and teach developmentally-appropriate constructivist mathematics inquiry-based hands-on/minds-on lessons that take into account children's prior knowledge and individual/cultural differences.
- Identify and apply a variety of pedagogical and assessment strategies that build on a child's natural curiosity and encourage children's development of critical thinking, problem solving, habits of mind, and performance skills as related to mathematics..

- Become a reflective practitioner in analyzing their practice in light of ethical standards, research on teaching and learning, and resources available for professional learning.
- Value the importance and complex characteristics of children's families and communities and identify ways to support families and utilize community resources to supplement the child's development and understanding in mathematics

5. **Date of departmental approval:** October 22, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in Context: Child Study and Development—Birth to Grade 6.
Description	<i>3 hours, 3 credits.</i> Study of theories of development and learning from birth through childhood and their application to early childhood, childhood, bilingual, and inclusive settings. Emphasis on child observation and study in multicultural, multilingual settings, and language acquisition in first and second languages. Use of media and technology as appropriate. <i>Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.</i>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in Context: Child Study and Development—Birth to Grade 6.
Description	Study of theories of development and learning from birth through childhood and their application to early childhood, childhood, bilingual, and inclusive settings. Emphasis on child observation and study in multicultural, multilingual settings, and language acquisition in first and second languages. <u>Note: Requires a minimum of 15 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<ul style="list-style-type: none">_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Requirement for increased fieldwork hours address the need for more clinical experiences and assignments that will better prepare candidates for teaching in urban educational settings.

5. **Date of departmental approval:** April 9, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6.
Description	<i>3 hours, 3 credits.</i> Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. <i>Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.</i>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6.
Description	Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. Note: Requires <u>a minimum of 15 hours of field work in community and educational settings</u> with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<ul style="list-style-type: none">_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Requirement for increased fieldwork hours address the need for more clinical experiences and assignments that will better prepare candidates for teaching in urban educational settings.

5. **Date of departmental approval:** April 9, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in course number and description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 3030
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six.
Description	Sociolinguistic and psycholinguistic foundations and theories of first and second language acquisition in bilingual early childhood and childhood educational contexts. Includes the study of assessments of oral language and literacy proficiency of bilingual children in educational contexts.
Pre/ Co Requisites	PREREQ: Admission to an ECCE undergraduate certification sequence.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 435
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six.
Description	Sociolinguistic and psycholinguistic foundations and theories of first and second language acquisition in bilingual early childhood and childhood educational contexts. Includes the study of assessments of oral language and literacy proficiency of bilingual children in educational contexts.
Pre/ Co Requisites	PREREQ: <u>Admission to an Early Childhood or Childhood Minor to Master's track.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The course number has been changed because the course will become part of a set of senior level courses that can only be taken by individuals admitted to one of the new Minor to Master's senior level course tracks. The undergraduate ECCE certification sequences are being eliminated so the prerequisite has been changed to reflect the course's role in the new Minor to Master's tracks.

5. **Date of departmental approval:** October 22, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description & Prerequisites

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of teachers and the diverse roles they assume in urban schools. Work with teachers in developing children's multiple literacies, including linguistic, mathematical, technological, artistic, and musical, with an emphasis on how children use oral and written language to communicate and construct meaning; emphasis on how communities of learners are created. Use of media and technology as appropriate. Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.
Pre/ Co Requisites	PREREQ: [Successful completion of at least six credits in the ECCE minor.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of <u>early childhood and childhood teachers in urban settings. Study of teachers' responsibilities in meeting the needs of specific populations of children including children with special needs, English language learners, and gifted learners. Exploration of how teachers design learning environments and programs that support healthy development, self management, and cooperation. Approaches used to evaluate teacher effectiveness. NOTE: Requires a minimum of 15 hours of field work in educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The revised course description incorporates important changes in the profession that include teacher accountability in having a positive impact on the learning of a diverse range of learners. New course content will include important NYS teacher performance criteria related to educating all learners and will include field-based tasks to expose candidates to the teaching expectations outlined in the NYS edTPA. It will also include a required emphasis on planning. Increased fieldwork addresses the need for increasing clinical experiences and assignments that will help candidates begin to develop the language for evaluating effective teaching in urban settings.

Students will no longer be required to take 6 credits of other ECCE coursework prior to taking this course because it will be open to anyone interested in understanding more about the teaching profession and the roles and responsibilities of being a teacher.

5. Date of departmental approval: April 9, 2014