

**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 2021

1. Type of Change:

Change in Program Requirements for ECCE Minor

2. From:

Early Childhood and Childhood Education Minor

Program Requirements for ECCE Minor

~~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:

		Credits
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3
ECE 304	Foundations of Early Language and Literacy Development, Birth to Grade Two	3
ECE 311	The Teaching Profession-Birth to Sixth Grade	3

*NOTE: **ECE 301**, **ECE 302**, **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~~
- ~~Completion of the College's general education requirements (30 credits) in the Liberal Arts and Sciences in at least five NYSED general core categories with a grade of C or better in each course. NOTE: Most of these requirements are met by completing courses that fulfill the College's general education requirements; students must consult with ECCE program coordinators for approved courses in each area:~~

Required NYSED core liberal arts categories (all are required):

- ~~Written Expression: two courses in English (generally **ENG 111** and 121 or equivalent)~~
- ~~Math: Two courses in Mathematics approved by an ECCE program coordinator~~
- ~~Scientific Processes: Two courses in natural science~~
- ~~Concepts of Social Science & History: Two courses in the Social Sciences~~

Optional NYSED liberal arts core categories (coursework in at least one optional category is required). NYSED optional core categories include: foreign language, artistic expression, humanities, communication, and information retrieval.

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:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3

DEC 436	Art Methods in Childhood, Grades 1-6	3
DEC 437	Methods of Math in Childhood Settings, Grades 1-6	3

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:~~

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
ECE 436	The Young Child and the Arts, Birth to Grade 2	3
ECE 438	The Young Child and Music, Birth to Grade 2	3

~~NOTE: Both tracks require that students take the NYS ASLT (Academic Skills Literacy Skills 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:~~

		Credits
ECE 300	Education in Historical, Political, and Sociocultural Contexts-Birth to Grade 6	3
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3

ECE 311	The Teaching Profession—Birth to Sixth Grade	3
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*~~*NOTE: ECE 300: If a student has completed ECE 304, the student does not need to complete ECE 300 to satisfy the Option 2 Minor.~~*

3. To: Early Childhood and Childhood Education Minor

Program Requirements for ECCE Minor

The Department of Early Childhood and Childhood Education offers a 12 credit minor track available to all students who wish to complete an ECCE minor, regardless of whether or not they will seek teaching certification in Early Childhood or Childhood Education. The 12 credit minor is open to all students.

In addition, for students who wish to pursue NYS initial teaching certification, an additional two tracks are offered that lead to certification upon completion. These tracks are called Minor to Masters programs and students may apply once they have completed the 12 credit minor.

ECCE Minor: 12 Credits of 300-Level ECCE Coursework:

		Credits
ECE 301	The Child in <u>Historical, Political and Sociocultural</u> Contexts: Child Study and Development—Birth to Grade 6.	3
ECE 302	Children, Families, Communities, and Schools in <u>Historical, Political</u> and Sociocultural Contexts—Birth to Grade 6.	3
ECE 304	Foundations of Early Language and Literacy Development in <u>Historical, Political</u> and Sociocultural Contexts, Birth to Grade Two	3
ECE 311	The Teaching Profession in <u>Historical, Political and</u> Sociocultural Contexts —Birth to Sixth Grade	3

*NOTE: **ECE 301**, **ECE 302**, **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**.*

Students Interested in Pursuing NYS Initial Teaching Certification

The Department of Early Childhood and Childhood Education offer two minor tracks that allow students to complete a minor in ECCE education as well as many of the prerequisites required for graduate programs that lead to NYS initial teaching certification:

Minor to Masters Track 1: Childhood Education (Grades 1-6) or Childhood Education (Grades 1-6) with a Bilingual Extension

Minor to Masters Track 2 Early Childhood Education or Early Childhood Education with a Bilingual Extension

These particular programs are referred to as "Minor to Masters" 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 track is composed of the 12 credit ECCE minor, 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). Students who complete these requirements at the undergraduate level and maintain a minimum 3.0 GPA will be qualified to pursue a 30 credit graduate program in either 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 must meet the following requirements to be admitted into a Minor to Masters program:

- 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
- Completion of the College's general education requirements (30 credits) in the Liberal Arts and Sciences in at least five NYSED general core categories with a

grade of C or better in each course. NOTE: Most of these requirements are met by completing courses that fulfill the College's general education requirements; students must consult with ECCE program coordinators for approved courses in each area:

Required NYSED core liberal arts categories (all are required):

- Written Expression: two courses in English (generally **ENG 111** and **ENG 121** or equivalent)
- Math: Two courses in Mathematics approved by an ECCE program coordinator
- Scientific Processes: Two courses in natural science
- Concepts of Social Science & History: Two courses in the Social Sciences

Optional NYSED liberal arts core categories (coursework in at least one optional category is required). NYSED optional core categories include: foreign language, artistic expression, humanities, communication, and information retrieval.

ECCE Minor to Masters Track 1: ECCE Minor for Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension

Students who enroll in this track must complete 12 Credits of 400-Level ECCE Coursework in the senior year:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
DEC 436	Art Methods in Childhood, Grades 1-6	3
DEC 437	Methods of Math in Childhood Settings, Grades 1-6	3

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

Students who enroll in this track must complete 12 Credits of 400-Level ECCE Coursework in the senior year:

	Credits
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ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
ECE 436	The Young Child and the Arts, Birth to Grade 2	3
ECE 438	The Young Child and Music, Birth to Grade 2	3

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

The proposed change in the ECCE minor programs marks a modification from two options in the initial 12 credit minor track to only one option. The two-fold rationale is both philosophical and procedural.

The two-fold rationale is both philosophical and procedural.

a) Philosophical Rationale

- 1- The minor courses that comprise the new minor are: ECE 301, 302, 311, and 304. All students benefit from an understanding children's literacy acquisition and use; therefore, all students will now enroll in ECE 304 to meet the minor requirements. In the move from offering two 12-credit minor options to one, each of the new minor courses will incorporate aspects of the historical, political, and sociocultural contexts of education that are germane to that specific course.

b) Procedural Rationale

- 1- Offering two different 12-credit minors presents several procedural problems, which the proposed 12-credit minor will correct.
 - a- Repeated explanations in individual advisement sessions
 - b- Evolving student interests requiring changes from one minor option to the other
 - c- Varying faculty advisement approaches may perplex students
 - d- Students experience confusion and uncertainty about their minor choices
 - e- Individual advisement is presently requisite for students progressing to the Minor to Master's program following completion of the minor; the existence of one minor would make individual advisement for minor students unnecessary
 - f- Existence of two minors has caused difficulty for departments such as the Registrar.

5. Date of Department Approval: January 29, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of change:** Change in Title, 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 304
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. Includes 10 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 <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	Education
Course Prefix & Number	ECE 304
Course Title	Foundations of Early Language and Literacy Development <u>in Historical, Political and Sociocultural Contexts</u> , Birth to Grade Two
Description	<u>The investigation of literacy through historical, political and sociocultural lenses.</u> Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. <u>Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings.</u> Includes the study of language development for children with special needs <u>and multilingual learners.</u> Requires a minimum of 10 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
	<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):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning(ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities (ECE 311).

5. Date of Departmental Approval: January 29, 2020

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CURRICULUM CHANGE

1. **Type of Change:** Change in Title, 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	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. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
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 <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 <u>Historical, Political and Sociocultural</u> Contexts: Child Study and Development—Birth to Grade 6.
Description	Study of theories of development and learning from birth through childhood <u>that include all developmental domains as well as sociocultural, multicultural, and multilingual perspectives.</u> Emphasis on their application to children in early childhood, childhood, multilingual, multicultural, and inclusive settings. <u>Note: Requires a minimum of 10 hours of fieldwork 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 <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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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning (ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities. (ECE 311)

5. Date of departmental approval: January 29, 2020

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CURRICULUM CHANGE

1. **Type of Change:** Change in Title, Course Description, Note

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	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. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
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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2. 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	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in <u>Historical, Political and Sociocultural Contexts—Birth to Grade 6.</u>
Description	Study of the <u>historical, political, sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on families. Emphases include how schooling is perceived by diverse families and communities, and how teachers can partner with families to educate for equity. Note: Requires a minimum of 10 hours of fieldwork in community and educational settings with diverse populations and contrasting social, linguistic and economic environments.</u>
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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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning (ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities (ECE 311).

5. Date of departmental approval: January 29, 2020

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CURRICULUM CHANGE

1. **Type of Change:** Change in Title, 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 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of 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. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
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 <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 <u>in Historical, Political and Sociocultural Contexts</u> —Birth to Sixth Grade
Description	Study of the professional lives of early childhood and childhood teachers <u>through culturally sustaining and relevant pedagogies as well as the investigation of historical foundations, political, and sociocultural contexts of schools.</u> Study of teachers' responsibilities in meeting the needs of specific populations of children <u>such as children with disabilities and multilingual learners.</u> NOTE: Requires a <u>minimum of 10 hours of field work</u> in educational settings with diverse populations and contrasting social and economic environments.
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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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning(ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities.(ECE 311)

5. Date of departmental approval: January 29, 2020