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**Minutes of
The Lehman College Senate Meeting
Wednesday, February 4, 2026
Senate Meeting**

Senators Present: Abi-Hanna, R.; Adams, M.; Aisemberg, G.; Ali, T.; Ayalew, M.; Barry, A.; Barry, M.; Bell, R.; Buenrostro Domínguez, L. A.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Cheng, S.; Coller, A.; Drame, S.; Fajardo, J.; Fera, J.; Finger, R.; González, R.; González, T.; Grant, B.; Harrison, E.; Hyman, D.; Kendall, K.; Kim, N.; López, K. D.; López, N.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Marte, G. J.; McKenna, C.; Mohorcich, J.; Murphy, B.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Quiñones, J.; Rice, A.; Rosario, Y.; Ruiz, E.; Salami, F.; Schlesinger, K.; Silva-Puras, J.; Soto II, R. T.; Stopler, M.; Valentine, R.; Wang, H.-T.; Waring, E.; Wright, J.; Zhong, M.

Senators Absent: Agyemang, C.; Ali, A. Y.; Ayalew, S. I.; Ba, K.; Banks, R.; Brown, T.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Dickson De La Rosa, W.; Dyantyi-Achi, G. N.; García, M.; Gerry, C.; Hassan, M.; Henríquez-Castillo, M.; Hsu, S.-C.; Hurley, D.; Irvin, A.; Jackson, G. S.; Jiménez, M.; Kane, F.; Keita, Y.; Lancaster, G.; Lee, H.; Locke, A.; Lora, E. E.; MacKenzie, J.; Matthews, E.; McGovern, J.; Nisa, Z.; Palmer, C.; Peña, S.; Qafleshi, D.; Sanford, V.; Schwartz, D. O.; Shahzadi, M.; Sofianos, E.; Stein Smith, S.; Sualah, R.; Toro, C.; White, A.; Williams, H.

The meeting was called to order at 3:50 PM by the Chair of the Lehman College Senate, Professor Joseph Fera.

1. **Action Items**

a. **Approval of the Minutes**

There was a motion to approve the minutes, which was seconded. The minutes of the December 4, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. **Undergraduate Curriculum Committee**

Professor Lynn Rosenberg presented a proposal for curriculum changes in the following departments: Biology, History, and Languages and Literatures. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the presented proposals. All of the proposals were approved by unanimous voice vote.

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See Attachment II

The next meeting was scheduled for Wednesday, March 4, 2026, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 1:00 PM on the following dates: April 15, 2026; May 6, 2026.

c. Graduate Studies Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the Department of Counseling, Leadership, Literacy, and Special Education and the Department of Middle and High School Education. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the presented proposal. It was seconded. The proposal was approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, March 4, 2026, at 11:00 AM via Zoom. Proceeding this date, Graduate Studies Committee meetings are scheduled to occur on Wednesdays at 11:00 AM on the following dates: March 25, 2026; May 6, 2026.

d. Governance Committee

Professor Joseph Fera presented the following:

- 1) **Student Committee Nominations:** Professor Fera presented the slate of students nominated by their peers to serve on the College Senate Standing Committees, and informed that there was a new nominee, Ms. Natalie Lopez, for the Committee on Equity, Inclusion, Accessibility, and Anti-Racism. The floor was opened to additional nominations. There were none. Professor Fera moved to a vote. The slate was approved by unanimous voice vote.

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2) Faculty Vacancy on Undergraduate Curriculum Committee:

Professor Fera announced that there was a vacancy on the Undergraduate Curriculum Committee and informed of the Governance Committee’s nominee, Professor Julie Maybee. The floor was opened to additional nominations. There were none. Professor Fera moved to a vote. Professor Julie Maybee was elected to serve on the Undergraduate Curriculum Committee by unanimous voice vote.

3) Committee Nomination, Solicitation, and Election:

Professor Fera provided a comprehensive overview of the nominations, solicitations, and elections process. He highlighted that there would be upcoming elections to address the expiring terms of faculty members currently serving on the College Senate Standing Committees. He also communicated that as the terms were set to expire on June of 2026, the nominations, solicitations, and elections process would take place before the end of the school year, ensuring that there are no vacant faculty seats once the College Senate returns next fall. He noted that nominations would take place in March, followed by a slate of nominees in April, and conclude with elections on May 6, 2026—the final meeting of the College Senate.

See Attachment IV

The next meeting was scheduled for February 12, 2026, at 1:00 PM via Zoom. Proceeding this date, the meetings of the Governance Committee are TBD.

2. Announcements and Communications

a. Report of the President—

There was no report.

b. Student Legislative Assembly—

Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), presented the following highlights from the Student Government Association (SGA): (1) in collaboration with the Office of Campus Life, SGA hosted events such as the

104 Welcome Back Breakfast and New Student Orientation to help welcome returning
105 and new students as they begin the semester; (2) an update on the status of the
106 laundromat proposal—the project is still ongoing and updates will be shared with
107 the College Senate as things progress; and (3) a Valentine’s Day Bears and Bouquet
108 event was scheduled for Wednesday, February 11, 2026, to spread appreciation,
109 connection, and joy across campus.

110

111 **3. Reports of the Standing Committees—**

112 **a. Budget and Long-Range Planning**

113 Professor Alexander Núñez-Torres reported on the November 13, 2025, meeting
114 of the Budget and Long-Range Planning Committee, providing updates on the
115 Lehman College Foundation, the budget for the first fiscal quarter, and tuition
116 and revenue. There was considerable conversation regarding the budget and there
117 were many questions as well, which were addressed accordingly. Professor
118 Núñez-Torres encouraged all with additional questions to send him an email or
119 to attend the committee meetings to discuss further.

120

121 See Attachment V

122

123 The next meeting of the Budget and Long-Range Planning Committee is
124 scheduled for Thursday, February 5, 2026, at 3:00 PM in APEX 251. Proceeding
125 this date, the meeting(s) of the Budget and Long-Range Planning Committee are
126 scheduled to occur on Thursdays at 3:00 PM in SH-336 as follows: May 7, 2026.

127

128 **b. Admissions, Evaluation, and Academic Standards**

129 Professor Sandra Campeanu presented one informational item—the latest
130 revisions to the Writing-Intensive guidelines, dated January 26, 2026. She invited
131 Professor Sarah Ohmer to the floor to facilitate a discussion on the matter and to
132 answer questions. There was considerable discussion regarding the Writing-
133 Intensive guidelines, and many questions as well, which were all addressed
134 accordingly.

135

136 Professor Omer thanked all for their feedback and encouraged those interested to
137 continue to email her with further input. She informed that the guidelines would
138 be presented to the College Senate once again, in March, for a vote.

139
140 See Attachment VI

141
142 Future meetings of the Admissions, Evaluation, and Academic Standards
143 Committee are TBD.

144

145 **c. Library, Technology, and Telecommunications**

146 Mr. Steven Castellano brought announcements from the Library, the Division of
147 Information Technology, Brightspace, and the Center for Teaching and Learning.

148

149 There was considerable discussion regarding an issue concerning alumni emails,
150 as alumni are unable to retain their email accounts due to College policy.
151 Professor Fera encouraged faculty interested in the matter to attend the February
152 12, 2026, meeting of the Governance Committee, where they can make a formal
153 request to address the issue.

154

155 See Attachment VII

156

157 The next meeting was scheduled for February 25, 2026, via Zoom. Future
158 meetings of the Library, Technology, and Telecommunications Committee are
159 TBD.

160

161 **d. Equity, Inclusion, Accessibility, and Anti-Racism**

162 Ms. Takiyah Ali reported on the January 7, 2026, and January 14, 2026, meetings
163 of the Equity, Inclusion, Accessibility, and Anti-Racism committee, in which the
164 following were highlighted: (1) a guest speaker from the Office of the President,
165 Ms. Rachel Burkett, who presented on professional development workshops on
166 campus, including data sources of note; (2) there was a subcommittee review of
167 campus data and a discussion to explore reporting tools to visualize and identify

168 trends within the data to support informed decision-making; and (3) the
169 subcommittee's next steps are to invite President Fernando Delgado for a
170 continued discussion on the ways in which to improve equity, inclusion,
171 accessibility, and anti-racism initiatives across campus.

172

173 See Attachment VIII

174

175 The next meeting of the Equity, Inclusion, Accessibility, and Anti-Racism
176 Committee was scheduled for Wednesday, February 11, 2026, at 2:00 PM.
177 Proceeding this date, the meeting(s) of the Equity, Inclusion, Accessibility, and
178 Anti-Racism Committee are scheduled to occur on Wednesdays at 2:00 PM via
179 Zoom as follows: March 18, 2026 and April 15, 2026.

180

181 **e. Campus Life and Facilities**

182 Professor Penny Prince informed that the Cafeteria Committee met to discuss a
183 range of issues concerning the cafeteria, including prices and food variety, among
184 other topics that the committee has been working to address. She also informed
185 that there was a sock drive where four hundred pairs of socks were successfully
186 donated.

187

188 Professor Prince highlighted that there would be a ribbon-cutting ceremony on
189 Wednesday, March 11, 2026, at 2:00 PM, to celebrate the opening of the Reentry
190 Committee's new office. She encouraged all to attend.

191

192 The next meeting was scheduled for Wednesday, March 4, 2026, at 2:00 PM via
193 Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities
194 Committee are scheduled to occur on Wednesdays at 2:00 PM via Zoom as
195 follows: April 15, 2026 and May 6, 2026.

196

197 **f. Assessment**

198 Professor Devrim Yavuz made the following announcements: (1) an email was
199 sent to chairs and assessment coordinators, announcing a Zoom session, where

200 he would be modeling behavior; (2) there would be an upcoming general
201 assessment survey, in the next two weeks, on skillsets that would be sent to chairs
202 and assessment coordinators as well. He urged chairs and assessment
203 coordinators to keep a look out for his email communications.

204

205 Future meetings of the Assessment Committee are TBD.

206

207 **g. Academic Freedom**

208 There was no report.

209

210 Future meetings of the Academic Freedom Committee are TBD.

211

212

213 **h. University Faculty Senate Report**

214 There was no report.

215

216 The next meeting was scheduled for Tuesday, February 24, 2026, at 6:30 PM.

217 Proceeding this date, the meetings of the University Faculty Senate are scheduled

218 for Tuesdays at 6:30 PM as follows: March 31, 2026 and May 5, 2026.

219

220 **Unfinished Business**

221

222 There was no unfinished business to report.

223

224 **New Business:**

225 • **CUNY Beyond**

226 ○ The Associate Provost for Experiential Learning, Teresita Levy, reported
227 on a new initiative from CUNY Central: CUNY Beyond, which she
228 explained would enable students to launch fulfilling careers through five
229 priorities—career exposure and exploration, integrated academic and career
230 advising, career-connected learning, paid work-based learning, and
231 employer engagement.

232

233 See Attachment IX

234 **ADJOURNMENT**

235 There was a motion to adjourn the meeting; it was seconded. The meeting was
236 adjourned at 5:39 PM

237

238 Respectfully submitted:

239

240 Cynthia Cessant

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, February 4th at 3:45 P.M.

Carman, B04

1. Action Items
 - a. Approval of the minutes for the Senate Meeting of December 10, 2025.
 - b. Undergraduate Curriculum: Prof. Lynn Rosenberg
 - c. Graduate Studies: Ms. Takiyah Ali
 - d. Governance Committee: Prof. Joseph Fera

2. Announcements and Communications:
 - a. President's Report: President Fernando Delgado
 - b. Student Legislative Assembly: Ms. Mariama Barry
 - c. Budget and Long-Range Planning: Prof. Alexander Nunez-Torres
 - d. Admissions, Evaluations, and Academic Standards: Prof. Sandra Campeanu
 - e. Library, Technology, and Telecommunications: Mr. Stephen Castellano
 - f. Equity, Inclusion, Accessibility, and Anti-Racism: Ms. Takiyah Ali
 - g. Campus Life and Facilities: Prof. Penny Prince
 - h. Assessment: Prof. Devrim Yavuz
 - i. Academic Freedom: Prof. David Manier
 - j. University Faculty Senate: Prof. David Manier

3. Unfinished Business
 - a. None

4. New Business
 - a. CUNY Beyond Update: Associate Provost Teresita Levy

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**Minutes of
The Lehman College Senate Meeting
Wednesday, December 10, 2025
Senate Meeting**

Senators Present: Adams, M.; Agyemang, C.; Ayalew, M.; Banks, R.; Barry, A.; Barry, M.; Bell, R.; Buenrostro Dominguez, L. A.; Burton-P. B.; Campeanu, S.; Castellano, S.; Cheng, S.; Coller, A.; Dickson De La Rosa, W.; Drame, S.; Fajardo, J.; Fera, J.; Garcia, M.; Gonzalez, R.; Gonzalez, T.; Grant, B.; Harrison, E.; Hsu, S. C.; Hurley, D.; Hyman, D.; Irvin, A.; Jackson, G. S.; Jimenez, M.; Kane, F.; Keita, Y.; Kendall, K.; Kim, N.; Locke, A.; Lopez, K. D.; Lopez, N.; Lora, E. E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Marte, G. J.; Matthews, E.; McG. J.; Mohorcich, J.; Murphy, B.; O’B. D.; O’N. C.; Oberlin, D.; Ohmer, S.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Qafleshi, D.; Schlesinger, K.; Soto II, R. T.; Stopler, M.; Toro, C.; Valentine, R.; Wang, E.; Waring, E.; White, A.; Wright, J.

Senators Absent: Abi-Hanna, R.; Aisemberg, G.; Ali, A. Y.; Ali, T.; Ayalew, S. I.; Ba, K.; Brown, T.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Dyantyi-Achi, Grace N.; Finger, R.; Gerry, C.; Hassan, M.; Henriquez-Castillo, M.; Lancaster, G.; Lee, H.; MacKenzie, J.; McKenna, C.; Nisa, Z.; Ortega, B.; Palmer, C.; Pena, S.; Quinones, J.; Rice, A.; Rosario, Y.; Ruiz, E.; Salami, F.; Sanford, V.; Schwartz, D. O.; Shahzadi, M.; Silva-Puras, J.; Sofianos, E.; Stein Smith, S.; Sualah, R.; Williams, H.; Zhong, M.

24 The meeting was called to order at 3:51 PM by the Chair of the Lehman College Senate,
25 Professor Joseph Fera.

26
27 **1. Action Items**

28 **a. Approval of the Minutes**

29 There was a motion to approve the minutes, which was seconded. The minutes of
30 the November 5, 2025, College Senate was approved by unanimous voice vote.

31
32 See Attachment I

33
34 **b. Undergraduate Curriculum Committee**

35 Professor Douglas Oberlin presented a proposal for curriculum changes in the
36 following departments: Languages and Literatures, Mathematics, and Exercise
37 Sciences and Recreation. The floor was opened to questions and comments. There
38 were several questions for clarification, which were all addressed accordingly.

39 There were no additional questions. Professor Fera moved to vote on the

40 presented proposals. All of the proposals were approved by unanimous voice
41 vote.

42

43 See Attachment II

44

45 The next meeting was scheduled for Wednesday, February 4, 2026, at 1:00 PM
46 via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings
47 are scheduled to occur on Wednesdays at 1:00 PM on the following dates: March
48 4, 2026; April 15, 2026; May 6, 2026.

49

50 **c. Graduate Curriculum Committee**

51 Professor Justine McGovern presented a proposal for curriculum changes in the
52 Department of Exercise Sciences and Recreation. The floor was opened to
53 questions and comments. There were none. Professor Fera moved to vote on the
54 presented proposal. It was seconded. The proposal was approved by unanimous
55 voice vote.

56

57 See Attachment III

58

59 The next meeting was scheduled for Wednesday, February 4, 2026, at 11:00 AM
60 via Zoom. Proceeding this date, Graduate Curriculum Committee meetings are
61 scheduled to occur on Wednesdays at 11:00 AM on the following dates: March
62 4, 2026; March 25, 2026; May 6, 2026.

63

64

65 **d. Admissions, Evaluation, and Academic Standards**

66 Professor Sandra Campeanu announced that the Committee on Admissions,
67 Evaluation, and Academic Standards met last on November 20, 2025, to discuss
68 several matters in which they were in favor of approving. However, due to the
69 committee's lack of quorum, she informed that a vote from the College Senate
70 was needed for formal approval.

71 Professor Campeanu presented the first proposal—a posthumous degree for Ms.
72 Smaranda Teodorescu, a Psychology major and Art minor in good academic
73 standing, who lost her battle with cancer on April 24, 2024. It was moved to vote
74 on the proposal, which was seconded. The proposal was approved by unanimous
75 voice vote.

76
77 Professor Campeanu presented the Fall/Winter Graduation List for approval. She
78 informed that, although the list was neither complete nor final, it represented all
79 students who have and will meet the requirements to graduate in the fall/winter
80 of 2025. She also noted that voting to approve the list at the College Senate would
81 be a symbolic gesture in support of those eligible to graduate. It was moved to
82 vote on the graduation list, which was seconded. The list was approved by
83 unanimous voice vote.

84
85 Professor Campeanu invited Professor Sarah Omer to discuss the following
86 information item: the Writing-Intensive guidelines. Professor Omer gave a
87 special thanks to all who contributed to revising the guidelines. She also presented
88 a timeline of the process as well as next steps. There was a considerable
89 discussion surrounding the presented draft of the Writing-Intensive guidelines,
90 dated October 16, 2025. Professor Omer thanked all for their feedback and
91 encouraged those interested to email her with further input.

92
93 See Attachment IV

94
95 Future meetings of the Admissions, Evaluation, and Academic Standards
96 Committee are TBD.

97
98 **e. Academic Freedom**

99 Professor David Manier presented the draft resolution, Reaffirming Academic
100 Freedom, which postulates that adjunct faculty, including those who teach multi-
101 section courses, are entitled to the same academic freedom as tenure track or full-

102 time faculty. The floor was opened to questions and comments. There were a
103 number of questions for clarification, which were addressed accordingly.

104

105 There was a motion on the floor to amend the resolution, in particular, to include
106 all omitted language substituted with an ellipsis, as shown in the following
107 paragraph:

Whereas the AAUP has declared that the “freedom to teach includes the right of faculty members to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which they are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer. [...] In a multisection course taught by several faculty members, responsibility is often shared among the instructors for identifying the texts to be assigned to students. [...] The individual’s freedom in other

108

109 The motion was seconded and the floor was opened to discussion. There were no
110 questions or comments. Professor Fera moved to vote on the amendment. The
111 amendment was approved by unanimous voice vote.

112

113 Professor Fera opened the floor to discuss the resolution as amended. There were
114 a number of positive comments surrounding the resolution and its commitment
115 to support the core values of academic freedom. There were no additional
116 questions or comments. Professor Fera moved to vote on the resolution. The
117 resolution was approved, as amended, by majority voice vote with two
118 abstentions.

119

120 See Attachment V

121

122 Future meetings of the Academic Freedom Committee are TBD.

123

124 **2. Announcements and Communications**

125 **a. Report of the President—**

126 There was no report.

127

128 **b. Student Legislative Assembly—**

129 Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), recapped
130 the following highlights from the Student Government Association (SGA): (1) a
131 Thanksgiving holiday event, on November 24, 2025, in which students gathered to
132 enjoy food and celebrate the season; (2) an Afro Ball event, on December 4, 2025,
133 in celebration of the diversity of the student body; (3) an upcoming event, scheduled
134 for December 11, 2025, in collaboration with the Career Exploration Center,
135 designed to help students strengthen their resumes and prepare for internships and
136 job opportunities; (4) the Academic ER, another upcoming event, scheduled for
137 December 16, 2025, and which will provide students with a space to decompress,
138 receive academic support, and connect with resources as students approach the end
139 of the fall semester; (5) SGA in collaboration with the Wellness Center and the
140 Counseling Center have developed a system that will ensure that clean clothes are
141 donated during the clothing donations process. Ms. Barry elaborated that SGA is in
142 contact with a laundry company, which has agreed to do a trial run on washing all
143 donated clothing before the end of the semester. Ms. Barry urged all students to stay
144 connected through the Lehman Lightning Connect page and the Lehman SGA
145 Instagram page for updates and opportunities.

146

147 **3. Reports of the Standing Committees—**

148 **a. Campus Life and Facilities**

149 Professor Penny Prince recapped an issue she had previously presented to the
150 College Senate—the need for two-ply toilet paper, as currently the College only
151 supplies one-ply. Professor Prince informed that she raised the issue to Charlotte
152 Diehl, the Assistant Vice President of Campus Planning and Facilities, who
153 offered some clarity as to why the change to two-ply may be problematic: the
154 toilet paper dispensers were made for one-ply instead of two. Professor Prince
155 informed that although design limitations have halted the transition to two-ply,
156 she will continue to champion for change.

157

158 The next meeting was scheduled for Wednesday, March 4, 2025, at 2:00 PM via
159 Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities
160 Committee are scheduled as follows: April 15, 2026 and May 6, 2026.

161

162 **b. Equity, Inclusion, Accessibility, and Anti-Racism**

163 There was no report.

164

165 Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
166 Committee are TBD.

167

168 **c. Assessment**

169 There was no report.

170

171 Future meetings of the Assessment Committee are TBD.

172

173 **d. Library, Technology, and Telecommunications**

174 Mr. Steven Castellano brought announcements from the Library, the Division of
175 Information Technology, Brightspace, and the Center for Teaching and Learning.

176

177 There was a question on what to do in the event that your email has been
178 compromised. Mr. Castellano informed that compromised emails should be
179 forwarded to the Help Desk, or help.desk@lehman.cuny.edu, for assistance. He
180 also informed that there were a number of compliance trainings available on
181 Brightspace; he urged all to complete the cybersecurity training to better protect
182 against phishing and other digital threats. Susan Lai, Director of Information
183 Technology Support Services, echoed that those requiring IT assistance should
184 reach out to the Help Desk, adding that users will be added to a queue, where they
185 will be assisted either by phone, in person, or via Zoom.

186

187 See Attachment VI

188

189 Future meetings of the Library, Technology, and Telecommunications
190 Committee are TBD.

191

192 **e. University Faculty Senate Report**

193 Professor David Manier reported on the December 2, 2025, plenary session of the
194 University Faculty Senate.

195

196 See Attachment VII

197

198 The next meeting was scheduled for Tuesday, February 24, 2026, at 6:30 PM.
199 Proceeding this date, the meetings of the University Faculty Senate are scheduled
200 as follows: March 31, 2026 and May 5, 2026.

201

202 **f. Governance Committee**

203 There was no report. Professor Joseph Fera informed that the Governance
204 Committee would be meeting in January to discuss the creation of a Robert's
205 Rules cheat sheet, to be used as a quick reference guide for members of the
206 College Senate. Professor Fera also informed that the committee would be
207 looking into the governance documents and discussing potential amendments.

208

209 Future meetings of the Governance Committee are TBD.

210

211 **g. Budget and Long-Range Planning**

212 There was no report.

213

214 Future meetings of the Budget and Long-Range Planning Committee are TBD.

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217 **Unfinished Business**

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219 There was no unfinished business to report.

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221 **New Business:**

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- **CUNY Beyond**

- There was no report. Professor Manier informed of a new initiative from the University called CUNY Beyond, which intends to connect curriculum with career goals. Professor Fera added that the Associate Provost for Experiential Learning, Teresita Levy, though unable to provide the report today, would present the report at the February, 4, 2025, College Senate. Professor Fera also informed that the Associate Provost provided a similar report on CUNY Beyond at the Faculty Personnel and Budget meeting on December 3, 2025, in which information concerning the initiative was distributed to the department chairs. He urged all faculty interested in CUNY Beyond to contact their department chairs for additional information.

- **Update on Middle States Accreditation**

- Professor Susan Dumais recapped the reaccreditation process with Middle States and the goals of the College for the next three years. She also communicated the following points:
 - Donald Sutherland, the Director of Strategic Planning, Institutional Research, and Associate Provost Karin Beck, would be leading the entire reaccreditation process
 - Professor Susan Dumais and Brandon Begarly—the AVP of Research Administration and Strategy, would be leading the steering committee.
 - The steering committee is working to put together a website that would provide additional information on the topic of reaccreditation
 - A final version of the drafted self-study design is in the works and would be shared with the Lehman College community
 - The self-study design will later be submitted for approval by Middle States so the College can move forward with an official self-study
 - There will be an email communication, on Monday, December 8, 2025, with a link to both the self-study design draft accompanied by a feedback form.

ADJOURNMENT

257 There was a motion to adjourn the meeting; it was seconded. The meeting was
258 adjourned at 5:55 PM

259

260 Respectfully submitted:

261

262 Cynthia Cessant

Senate Meeting - 2/04/26

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (5/5 members in attendance): Lynn Rosenberg (chair), Daniel Stuckart, Douglas Oberlin, Ronald Banks, Yuri Gorokhovich. Guests- Sophia Diamantis-Fry, Yvette Rosario

1. History Department
 - HIA 450-Course Withdrawal
 - HIS 450-Course Withdrawal
 - HIS 481-Course Withdrawal
2. Languages and Literatures Department
 - ACU 302- Course Withdrawal
3. Biology Department
 - BIO 420-Description, prerequisite

Informational items

Next meeting: 3/04/26

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** (description, *pre or corequisite*)

2. **From:** ~~Strike through the changes~~

| | |
|---|---|
| Department(s) | Biological Sciences |
| 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 | Biology |
| Course Prefix & Number | BIO 420 |
| Course Title | Molecular Biology |
| Description | Discussion of structure and function of nucleic acids and proteins and their synthesis in vivo and in vitro. Basic concepts in molecular genetics are studied, with special emphasis on the molecular architecture of the gene, its action, and regulations in bacteria and bacteriophages. Laboratory experiments include techniques for isolation and quantitation of nucleic acids from cells, use of the cell-free synthesizing systems, and basic procedures in microbial genetics. |
| Pre/ Co Requisites | BIO 166 and BIO 167 and BIO 238 and CHE 234 and CHE 235 and BIO 400 or CHE 444. |
| Credits | 4 |
| Hours | 6 (2 lecture, 4 lab) |
| 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 |

| | |
|--|-----------------------|
| | ____ Scientific World |
|--|-----------------------|

3. **To:** Underline the changes

| | |
|---|--|
| Department(s) | Biological Sciences |
| 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 | Biology |
| Course Prefix & Number | BIO 420 |
| Course Title | Molecular Biology |
| Description | <u>Essential highlights of how molecular mechanisms are directly connected to human health, disease, and therapeutic breakthroughs.</u> <u>Engagement of students in case studies, primary literature, experimental techniques and problem solving activities</u> |
| Pre/ Co Requisites | BIO 166 and BIO 167 and BIO 238 <u>and BIO 239</u> and CHE 234 and CHE 235 |
| Credits | 4 |
| Hours | 6 (2 lecture, 4 lab) |
| 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):**

The proposal to remove the biochemistry prerequisite and revise the course description for Bio 420 aims to show updates and to make the course more accessible to undergraduates who have a background in biology but have not completed biochemistry.

Key biochemistry concepts that help in understanding molecular biology will be integrated into the Bio 420 curriculum as needed to ensure students have the required background. Eliminating Biochemistry as a prerequisite will give students more flexibility, enable earlier enrollment, and better align the program with the needs of students preparing for health professions.

5. **Date of departmental approval:** 10/01/25

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. **Type of Change:** *Withdrawal of course*
2. **Description:**
HIA 450 - Seminar in Ancient and Medieval History - Reading, writing, and discussion on selected topics in ancient and medieval history. 3 credits, 3 hours
3. **Rationale (Explain why this course/program is no longer needed in the Department):**
The Department of History never had 400-level courses in its curriculum. We do not know who added this in. Please remove.
4. **Date of departmental approval:** November 3, 2025

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. Type of Change: *Withdrawal of course*

2. Description:

HIS 450 - Seminar in Comparative History - (maximum 6 credits). Reading, writing, and discussion on selected topics in comparative history. PREREQ: Either satisfactory completion of 12 credits in History and a History major or instructor's permission. 3 credits, 3 hours

3. Rationale (Explain why this course/program is no longer needed in the Department):

The Department of History never had 400-level courses in its curriculum. We do not know who added this in. Please remove.

4. Date of departmental approval: November 3, 2025

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. Type of Change: *Withdrawal of course*

2. Description:

HIS 481 - Tutorial Project in Comparative History - Advanced individual reading and research paper on a specific topic in comparative history, under faculty direction. 3 credits, 3 hours

3. Rationale (Explain why this course/program is no longer needed in the Department):

The Department of History never had 400-level courses in its curriculum. We do not know who added this in. Please remove.

4. Date of departmental approval: November 3, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of Change:** *Withdrawal of course*

2. **Description:**

ACU 302 - Women in Antiquity - A study of the roles of women in Greek and Roman society as they can be seen from the important literary works of antiquity. Attitudes toward women will also be examined, with some attention being paid to mythological and archaeological sources. 3 credits, 3 hours

3. **Rationale (Explain why this course/program is no longer needed in the Department):**

There is an ACU 311 also titled Women in Antiquity, and it is the double of ACU 302. ACU 311 is cross-listed with HIA 311 and WST 311 and it is a better match for its cross-listed courses. Please remove.

4. **Date of departmental approval:** November 4, 2025

Senate Meeting – February
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Counseling, Leadership, Literacy, and Special Education

- New program: Advanced Certificate in Special Education – All Grades

Department of Middle and High School Education

- Change in certificate requirements (addition of new sequence):
Advanced Certificate in Computer Science
- Addition of distance education formats:
 - English Teacher, Grades 7-12 Alternative Transitional B Certification, MSED
 - English Education 7-12, MSED
 - Mathematics Teacher Grade 7-12 Alternative Transitional B Certification, MSED
 - Mathematics 7-12, MSED
 - Science Teacher Grade 7-12 Alternative Trans B Certification
 - Science Education, MSED
 - Social Studies Teacher, Grades 7-12 Alternative Transitional B Certification, MA
 - Social Studies 7-12, MA
- Change in degree requirements:
 - English Teacher, Grades 7-12 Alternative Transitional B Certification, MSED
 - English Education 7-12, MSED
 - Mathematics Teacher Grade 7-12 Alternative Transitional B Certification, MSED
 - Mathematics 7-12, MSED
 - Science Teacher Grade 7-12 Alternative Trans B Certification
 - Science Education, MSED
 - Social Studies Teacher, Grades 7-12 Alternative Transitional B Certification, MA
 - Social Studies 7-12, MA
- Course changes: ESC 708

Next meeting: **March 4, 2026, at 11 a.m.**

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY & SPECIAL
EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Special Education – All Grades

Hegis Number: 0808.00

Program Code:

Effective Term: Spring 2026

1. **Type of Change:** Adding a new Advanced Certificate
2. **From:** N/A
3. **Description:**

Overview

The purpose of the 18-credit Advanced Certificate in Special Education – All Grades program is to prepare candidates who already hold an Initial or Professional New York State Teaching Certificate in teaching at the Early Childhood, Childhood, or Adolescent level, and to fulfill the New York State licensure requirements for certification as a special education teacher.

The program prepares teacher candidates to teach in inclusive P–12 settings as well as in self-contained special education settings such as District 75. The program emphasizes accommodating the needs of all learners and ensuring access to high-quality instruction in the general education curriculum through differentiation aligned with student’s Individualized Education Plan.

The program prepares graduates for special education positions, as well as co-teaching opportunities, in urban schools and community-based organizations with culturally and linguistically diverse populations.

The Advanced Certificate in Special Education – All Grades program is committed to preparing teacher candidates who demonstrate understanding of students varied social-emotional, instructional, and linguistic needs, a willingness to collaborate within the school team and community, and a conviction that all children can learn. The program is also aligned with the School of Education’s Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators who are well prepared for teaching in diverse urban settings.

Enrolled teacher candidates have two options for completing the program: Option One – Hybrid On-Campus Program or Option Two – Fully Online Program, which provides greater flexibility for candidates while maintaining the same rigorous academic standards as the hybrid/campus-based program. Both options of the Special Education Students with Disabilities- All Grades program can be completed in approximately three semesters.

Advanced Certificate in Special Education – All Grades

Admission Requirements

Note: Students admitted every semester.

1. A Master's degree in Early Childhood, Childhood or Adolescence Education from an accredited college or university
2. A minimum graduate grade point average of 3.0.
3. A valid provisional, initial, permanent, or professional certificate in either Early Childhood Education (Birth-2), Childhood Education (Grades 1-6) or a content area at grades 7-12 from an accredited teacher preparation program or a P-12 general education certification.

Advanced Certificate in Special Education – All Grades

Graduation Requirements

- Complete a minimum of 18 graduate credits of study in Special Education.
- A minimum GPA of 3.0 throughout the 18-credit concentration.
- Meet all state certification liberal arts and sciences requirements:
 - New York State certification requires specific credits in each of the following subjects: Social Studies, English, Math and Science.
- Take the New York State Teacher Certification Exams (NYSTCE)
 - For exams schedules, registration and other testing information please visit the NYSTCE at <http://www.nystce.nesinc.com/>
- Content Specialty Tests (CSTs)
 - The CSTs (except those for languages other than English) consist of multiple-choice questions and a written assignment. CSTs measure knowledge and skills in the content area of the candidate's field of certification.
 - Visit <http://www.nystce.nesinc.com/>. Refer to "Test Selection" for information about specific CST that you are required to take and pass.
- Complete the following mandated workshops
 - Child Abuse
 - School Violence
 - Autism (Only candidates who are applying for certification in Speech and Language Disabilities and Students with Disabilities)
 - Bullying and Discrimination Prevention and Intervention workshop

- All applicants must create a NYSED TEACH account to apply for certification. Visit the NYSED at <http://www.highered.nysed.gov/tcert/teach/> for more information.

Advanced Certificate in Special Education – All Grades **Clinical Requirements**

Participation in supervised fieldwork in appropriate school settings is required. Students have the opportunity to apply theory to practice in diverse classrooms, while receiving feedback, support, and evaluation from faculty and school-based mentors. These supervised clinical experiences ensure candidates meet state requirements and are prepared for effective practice.

OPTION ONE: Hybrid On-Campus Program

Semester I (Fall): (6 credits)

EDS 791 – Learners with Disabilities (3)

EDS 792 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Students with Disabilities (3)

Semester II (Spring) (6 credits)

EDS 743 - Behavioral Assessment, Management, and Change (3)

EDS 794 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Individuals with Disabilities (3)

Semester III (Fall): (6 credits)

EDS 741 - Psycho-educational Evaluation of Children with Learning Problems (3)

EDS 795 - Practicum in Assessment for Culturally and Linguistically Diverse Individuals with Disabilities (3)

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via online instruction.)

Semester I (fall): (6 credits)

EDS 791 – Learners with Disabilities (3)

EDS 792 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Students with Disabilities (3)

Semester II (spring): (6 credits)

EDS 743 - Behavioral Assessment, Management, and Change (3)

EDS 794 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Individuals with Disabilities (3)

Semester III (fall) (6 credits)

EDS 741 - Psycho-educational Evaluation of Children with Learning Problems (3)

EDS 795 - Practicum in Assessment for Culturally and Linguistically Diverse Individuals with Disabilities (3)

4. Rationale:

- This new program adheres to New York State certification guidelines and is a state mandate as all programs must now include a P-12 certification program. The New York State Board of Regents voted to establish the Students with Disabilities (All Grades) certificate effective September 28, 2022. The new certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools.
- Lehman's current Special Education Advanced Certificate programs will become obsolete as we are moving away from age-range certification. All students who are already in existing programs will be able to finish, but all new admits will be admitted into this inclusive program. This 18-credit program will be for applicants that currently hold an initial certification and are looking to become fully certified in Special Education.
- Option Two (online format) provides greater flexibility for candidates who hold full-time positions as teachers or paraprofessionals in P-12 schools. Our online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. Option One and Option Two programs have the same course descriptions, credits and hour requirements, learning objectives, pre-requisites and all other curricular requirements. This consistency ensures that our online program meets the same rigorous academic standards as our on-campus one, with only the mode of delivery being different.

5. Date of departmental approval: November 13, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Science Education, Advanced Certificate Post Master's
Hegis Number: 0701.01
Program Code: 43000/ CSEDU-ADVT
Effective Term: Fall 2026

1. **Type of Change:** Certificate Requirements (addition of a new sequence)

2. **From:**

Computer Science Education, Advanced Certificate Post Master's (21 Credits)

This Advanced Certificate will prepare candidates to teach Computer Science Education at all grade levels. Courses will be offered in an online format. ~~Candidates will complete 7 courses and a minimum of 100 clock hours of field/clinical experience.~~

Program of Study:

~~The program of study consists of 21 credits (7 core courses). Program completion qualifies a teacher who currently holds a valid teaching certificate to add computer science to the base certificate.~~

Fulfill ALL of the following requirements:

Computer Science Education

Complete ALL of the following Courses:

- ESC 537 - Principles of Computer Science Education I 3
- ESC 538 - Principles of Computer Science Education II 3
- ESC 539 - Fieldwork in Computer Science Education 3

AND

Computer Science Content

Complete ALL of the following Courses:

- CMP 566 - Computer Thinking for Educators 3
- CMP 567 - Programming Methods I for Educators 3
- CMP 568 - Programming Methods II for Educators 3
- CMP 569 - Data Structures and Algorithms for Educators 3

Prerequisite

Additional Comments:

- Valid Initial/Provisional or Professional Teaching Certificate
- Grades of B or better in a Pre-Calculus Course
- Two letters of recommendation

- College or university instructor (required)
- Second recommendation can be obtained from another instructor or supervisor in a work setting.
- A 500-word essay focused on career goals.
- A current resume
- Applicants who satisfy the preliminary admission requirements will be invited to an individual interview with the program coordinator. If a candidate does not meet preliminary admission requirements, they can request a meeting to discuss conditional admission.

Course Sequence:

Fall 1

- ~~ESC 537: Principles of Computer Science Education I~~
- ~~CMP 567: Programming Methods I for Educators~~

Spring 1

- ~~ESC 538: Principles of Computer Science Education II~~
- ~~CMP 568: Programming Methods II for Educators~~

Fall 2

- ~~CMP 566: Computer Thinking for Educators~~
- ~~CMP 569: Data Structures and Algorithms for Educators~~

Spring 2

- ~~ESC 539: Principles of Project Design and Evaluation in Computer Science Education~~

3. To:

Computer Science Education, Advanced Certificate Post Master's

This Advanced Certificate will prepare candidates to teach Computer Science Education at all grade levels. Courses will be offered in an online format. Candidates can apply for one of two sequences below based on their qualifications and experience.

Program of Study

This program offers two distinct sequences. Candidates must select the sequence that aligns with their prior computer science teaching experience:

- Sequence 1 is for candidates who have no prior computer science teaching experience.
- Sequence 2 is for candidates with prior computer science teaching experience but do not hold a computer science teaching certificate.

Upon successful completion of the program, certified teachers will be eligible to add computer science to their existing base teaching certificate.

Sequence 1 (21 Credits): This sequence consists of 21 credits (7 core courses) and a minimum of 100 clock hours of field/clinical experience. Program completion qualifies a teacher who currently holds a valid teaching certificate to add computer science to the base certificate. This sequence is intended for candidates without prior computer science teaching experience in K-12, and who seek computer science certification at all grade levels.

Fulfill ALL of the following requirements:

Computer Science Education

Complete ALL of the following Courses:

- ESC 537 - Principles of Computer Science Education I 3
- ESC 538 - Principles of Computer Science Education II 3
- ESC 539 - Fieldwork in Computer Science Education 3

AND

Computer Science Content

Complete ALL of the following Courses:

- CMP 566 - Computer Thinking for Educators 3
- CMP 567 - Programming Methods I for Educators 3
- CMP 568 - Programming Methods II for Educators 3
- CMP 569 - Data Structures and Algorithms for Educators 3

Sequence 2 (12 Credits): This sequence consists of 12 credits (4 core courses). Program completion qualifies a teacher who currently holds a valid teaching certificate to add computer science to the base certificate. This sequence is intended for candidates who have prior computer science teaching experience in K-12 and seek computer science certification for all grades.

Fulfill ALL of the following requirements:

Computer Science Education

Complete ALL of the following Courses:

- CMP 566 - Computer Thinking for Educators 3
- CMP 567 - Programming Methods I for Educators 3
- CMP 568 - Programming Methods II for Educators 3
- CMP 569 - Data Structures and Algorithms for Educators 3

Prerequisite

Additional Comments:

- Valid Initial/Provisional or Professional Teaching Certificate
- Grades of B or better in a Pre-Calculus Course
- Two letters of recommendation
 - College or university instructor (required)

- Second recommendation can be obtained from another instructor or supervisor in a work setting.
- A 500-word essay focused on career goals.
- A current resume
- Applicants who satisfy the preliminary admission requirements will be invited to an individual interview with the program coordinator. If a candidate does not meet preliminary admission requirements, they can request a meeting to discuss conditional admission.

4. **Rationale:**

The Advanced Certificate in Computer Science Education was developed to prepare certified teachers to teach computer science at all grade levels, in alignment with the requirements set forth by the New York State Education Department (NYSED). This revision is being implemented in direct response to updated certification requirements issued by NYSED.

Previously, NYSED required candidates seeking Computer Science Education certification through an advanced certificate program to complete a minimum of 21 credit hours. In a recent policy update, NYSED has reduced the minimum credit requirement to 12 credit hours, provided these credits are drawn from core computer science, including computational thinking, programming principles, and data structures.

In response to this revised regulatory framework, the program will now offer two distinct sequences:

- A 21-credit sequence: for candidates without prior computer science teaching experience, which retains the original program structure and provides a comprehensive foundation in the discipline.
- A new 12-credit sequence: for candidates with prior experience teaching computer science, designed to meet NYSED's updated credit-hour minimum while still addressing the required content domains.

Both sequences continue to prepare certified teachers to effectively teach computer science at all grade levels and lead to an institutional recommendation for Computer Science certification through NYSED, contingent on candidates meeting all other certification criteria.

This change ensures continued compliance with state certification requirements while improving flexibility for experienced educators. Importantly, the program's learning outcomes and instructional objectives remain unchanged.

The program remains fully online to support accessibility and accommodate the needs of working professionals.

5. **Date of departmental approval:**

Department of Computer Science: 11/26/2025

Middle and High School Education: 11/15/2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: English Teacher, Grades 7-12 Alternative Transitional B Certification, MSED

Hegis Number: 0899.50

Program Code: 25802

1. **Type of Change:** Addition of Distance Education Format; Change in Degree Requirements

2. **From:**

~~Fulfills the academic requirements for Initial and Professional Certifications.~~

This program offers ~~two~~ tracks for candidates possessing a Trans B license from New York State.

- ~~Track 1 (32 crs.): Alternative Transitional B candidates seeking initial certification in English Education 7-12.~~
- ~~Track 2 (36 crs.): Alternative Transitional B candidates seeking dual certification in English Education 7-12 and SWD 7-12 Generalist.~~

Major Requirements - Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Major Requirements – Overall

Earn at least 32 credits

Major Requirements - Track 1

Trans B Alternative Certification in English Education 7-12

Candidates who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

Core Education

Earn at least 9 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning
- ESC 725 - Teaching English Grammar

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement.

Master's Project

Earn at least 3 credits from the following:

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

Teaching Internship

Earn at least 5 credits from the following:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Student Teaching Seminar in Secondary Education

Major Requirements - Track 2

Trans B Alternative Dual Certification in English Language Arts 7-12 and Students with Disabilities, Generalist, Grades 7-12

Candidates with an undergraduate degree in English, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in English 7-12 and Students with Disabilities (SWD), ~~Generalist, Grades 7-12~~. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Fulfill ALL of the following requirements:

Introductory Core

Complete ALL of the following Courses:

- ~~EDS 780 - Adolescent Development~~
- EDS 743 - Behavioral Assessment, Management, and Change

Foundations Core

Complete ALL of the following Courses:

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- EDS 712 – The Adolescent with Disabilities
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ESC 522 - Teaching English in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Major Requirements - Additional Certification Requirements

Type: Completion requirement

~~In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), and English CST and (c) demonstrate successful completion of a liberal arts and sciences core.~~

~~In order to qualify for professional certification in English Education 7-12, in addition to the master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves grades 7-12, and must meet any additional New York State requirements.~~

~~Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:~~

- ~~(1) Teaching English to Speakers of Other Languages (TESOL P-12);~~
- ~~(2) Middle Childhood Extension, Grades 5-6;~~
- ~~(3) Bilingual Extension~~

3. To:

Initial and Professional Certifications.

This program offers three tracks for candidates possessing a Trans B license from New York State.

- Track 1 (32 credits): English 7-12 Hybrid/Campus.
- Track 2 (42 credits): Dual certification in English 7-12 and Students with Disabilities P-12 Hybrid/Campus
- Track 3 Online Option (an add-on sequence that permits Alternative Certification Trans B candidates in English 7-12 or Dual Certification English 7-12 and Students with Disabilities P-12 to complete Tracks 1-2 courses as asynchronous or video synchronous)

Major Requirements - Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Major Requirements – Overall

Earn at least 32 credits

Major Requirements - Track 1 Hybrid/Campus Trans B Alternative Certification in English 7-12

Trans B Alternative Certification in English 7-12

Candidates who hold a valid Transitional B certificate in English 7-12 from New York State.

Core Education

Earn at least 9 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning
- ESC 725 - Teaching English Grammar

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement.

Master's Project

Earn at least 3 credits from the following:

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

Teaching Internship

Earn at least 5 credits from the following:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Student Teaching Seminar in Secondary Education

Major Requirements - Track 2 Hybrid/ Campus Trans B Alternative Dual Certification in English 7-12 and Students with Disabilities P-12 (42 credits)

Trans B Alternative Dual Certification in English 7-12 and Students with Disabilities P-12

Candidates with an undergraduate degree in English, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in English 7-12 and Students with Disabilities P-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Fulfill ALL of the following requirements:

Introductory Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 743 - Behavioral Assessment, Management, and Change

Foundations Core

Complete ALL of the following Courses:

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- EDS 712 – The Adolescent with Disabilities
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ESC 522 - Teaching English in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Track 3 Online Option (an add-on sequence that permits Alternative Certification Trans B candidates in English 7-12 or Dual Certification English 7-12 and Students with Disabilities P-12 to complete Tracks 1-2 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

4. Rationale:

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.
- NYSED has changed the SWD certification to include all grades (P-12). We added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to meet this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. Date of departmental approval: September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: English Education 7-12, MSED

Hegis Number: 1501.01

Program Code: 25803

1. **Type of Change:** Addition of Distance Education Format; Admission Requirements; Change in Degree Requirements

2. **From:**

~~Fulfills the academic requirements for Initial and Professional Certifications.~~

This program offers ~~five~~ sequences and is designed for students seeking a master's degree in English Education, grades 7-12 and offers dual certification options for ~~Teaching Students with Disabilities (SWD) 7-12 Generalist.~~

Major Requirements - Admission Requirements

Type: Prerequisite

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequences 1-4, evidence of having completed a course in Special Education (ESC 463 or the equivalent). Students who have not taken this course as an undergraduate must take ESC 506 as part of their graduate program.
- For Sequence 5, submit passing scores on the New York State Content Specialty Tests (CSTs) in English and Students with Disabilities.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Major Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Major Requirements - Sequence 1

Type: Completion requirement

English Content Intensive for Certified Teachers

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Earn at least 15 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 720 - Reading and Reading Materials for Adolescents

ESC 522: *Except for those who completed **ESC 422** or equivalent as undergraduates.*

AND

English Electives

Earn at least 9 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (9-12 credits)

AND

Master's Project

Earn at least 3 credits from the following:

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

Candidates who are already certified in English Education 7-12.

Major Requirements - Sequence 2

Type: Completion requirement

Undergraduate Education Minor Option

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Complete ALL of the following Courses:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of
- +Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning

ESC 522: *Except for those who completed **ESC 422** or equivalent as undergraduates.*

AND

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (3-6 credits)

AND

Master's Project

Complete ALL of the following Courses:

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

AND

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Student Teaching Seminar in Secondary Education

OR

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.

Major Requirements - Sequence 3

Type: Completion requirement

English Undergraduate Major Option

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

AND

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 722 - Teaching Communication Skills in the Content Areas
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning
- ESC 725 - Teaching English Grammar

AND

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement. (3 credits)

AND

Master's Project

Complete ALL of the following Courses:

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

AND

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Student Teaching Seminar in Secondary Education

OR

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates seeking initial certification in English Education 7-12 but who lack any coursework in education.

Major Requirements - Sequence 4

Type: Completion requirement

~~Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option~~

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ~~EDS 780 - Adolescent Development~~
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core

Complete ALL of the following Courses:

- ESC 522 - Teaching English in Middle and High School
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in English who lack core education requirements and seek initial certification in English Language Arts Education and Students with Disabilities (SWD) grades 7-12.

Major Requirements - Sequence 5

Type: Completion requirement

Residency Program Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ~~EDS 780 - Adolescent Development~~
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND**Pedagogical Core****Complete ALL of the following Courses:**

- ESC 522 - Teaching English in Middle and High School
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND**Student Teaching****Complete ALL of the following Courses:**

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in English who lack core education requirements and seek initial certification in English Language Arts Education and Students with Disabilities (SWD) grades 7-12.

Additional Comments:

~~In addition to the requirements above, Sequence 4 and 5 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.~~

~~Major Requirements – Additional Certification Requirements~~~~**Type:** Completion requirement~~

~~In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), and English CST and (c) demonstrate successful completion of a liberal arts and sciences core.~~

~~In order to qualify for professional certification in English Education 7-12, in addition to the master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves grades 7-12, and must meet any additional New York State requirements.~~

~~Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:~~

- ~~(1) Teaching English to Speakers of Other Languages (TESOL P-12);~~
- ~~(2) Middle Childhood Extension, Grades 5-6;~~
- ~~(3) Bilingual Extension~~

3. **To:**

Initial and Professional Certifications.

This program offers six sequences and is designed for students seeking a Master's degree in English 7-12 and dual certification Students with Disabilities P-12.

Major Requirements - Admission Requirements

Type: Prerequisite

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequences 1-4, evidence of having completed a course in Special Education (ESC 463 or the equivalent). Students who have not taken this course as an undergraduate must take ESC 506 as part of their graduate program.
- For Sequence 5, submit passing scores on the New York State Content Specialty Tests (CSTs) in English and Students with Disabilities.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Major Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Major Requirements - Sequence 1

Type: Completion requirement

Hybrid/Campus English Content Intensive for Certified Teachers

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Earn at least 15 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 720 - Reading and Reading Materials for Adolescents

ESC 522: *Except for those who completed **ESC 422** or equivalent as undergraduates.*

**AND
English Electives**

Earn at least 9 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (9-12 credits)

**AND
Master's Project**

Earn at least 3 credits from the following:

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

Candidates who are already certified in English 7-12.

Major Requirements - Sequence 2

Type: Completion requirement

Hybrid/Campus Undergraduate Education Minor Option

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Complete ALL of the following Courses:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School

- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of
+Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning

ESC 522: *Except for those who completed **ESC 422** or equivalent as undergraduates.*

AND

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (3-6 credits)

AND

Master's Project

Complete ALL of the following Courses:

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

AND

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Student Teaching Seminar in Secondary Education

OR

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates seeking initial certification in English 7-12 who have completed the undergraduate education minor but are not certified.

Major Requirements - Sequence 3

Type: Completion requirement

Hybrid/Campus English Undergraduate Major Option

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

AND

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 722 - Teaching Communication Skills in the Content Areas
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning
- ESC 725 - Teaching English Grammar

AND

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement. (3 credits)

AND

Master's Project

Complete ALL of the following Courses:

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

AND

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching

- ESC 612 - Student Teaching Seminar in Secondary Education

OR

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates seeking initial certification in English 7-12 but who lack any coursework in education.

Major Requirements - Sequence 4

Type: Completion requirement

Hybrid/Campus Dual Certification English Students with Disabilities P-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- ESC 522 - Teaching English in Middle and High School

- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in English who lack core education requirements and seek initial certification in English 7-12 and Students with Disabilities P-12.

Major Requirements - Sequence 5

Type: Completion requirement

Residency Program Dual Certification English and Students with Disabilities P-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- ESC 522 - Teaching English in Middle and High School
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND**Student Teaching****Complete ALL of the following Courses:**

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in English who lack core education requirements and seek initial certification in English 7-12 and Students with Disabilities P-12.

Sequence 6: Online Option (an add-on sequence that permits MSED candidates in English 7-12 or dual certification in English 7-12 and Students with Disabilities P-12 to complete Sequences 1-5 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

4. Rationale:

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.

- NYSED has changed the SWD certification to include all grades (P-12). We added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to meet this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. **Date of departmental approval:** September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics Teacher Grade 7-12 Alternative Transitional B Certification, MSED

Hegis Number: 0899.50

Program Code: 25826

1. **Type of Change:** Addition of Distance Education Format; Change in Degree Requirements

2. **From:**

The Transitional B Alternative Certification program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9, 7-12, and Students with Disabilities provided all other requirements have been satisfied.

Certificate Requirements - Admission Requirements

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
- Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.
- For Track 1, must be eligible for the NYS Transitional B Certificate.
- For Track 2, mathematics major and eligible for the NYS Transitional B Certificate.
- For Track 3, mathematics course work includes Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; Must be eligible for the NYS Transitional B Certificate.
- For Track 4, mathematics course work includes Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics. Must be eligible for the NYS Transitional B Certificate.

Certificate Requirements - Overall

This program offers ~~four~~ tracks for candidates possessing a Trans B license from New York State.

- **Track 1 (33– 36 credits).** Alternative Transitional B Non-Math Majors seeking initial certification in Math 5-9.
- **Track 2 (33– 36 credits).** Alternative Transitional B Math Majors seeking initial certification in Math 7-12.
- **Track 3 (40– 43 credits).** Alternative Transitional B Non-Math majors seeking initial certification in Math 7-12.
- **Track 4 (39 credits).** Alternative Transitional B Math Majors seeking dual certification in Math 7-12 and ~~SWD 7-12 Generalist~~.

~~The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied.~~

Earn at least ~~33~~ credits

Certificate Requirements - Course Requirements

Complete at least 1 of the following:

Track 1 (~~33-~~ 36 credits). Alternative Transitional B non-math majors seeking initial certification in Math 5-9

Fulfill ALL of the following requirements:

Core Education Courses

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

AND

Advanced Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

AND

Culminating Experience

Complete ALL of the following Courses:

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

~~Or Comprehensive Examination:~~

~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.~~

OR

Track 2 (33– 36 credits). Alternative Transitional B Math Majors seeking initial certification in Math 7-12

Fulfill ALL of the following requirements:

Core Education Courses

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Three graduate electives in mathematics chosen in consultation with a program adviser.

Earn at least 9 credits

AND

Culminating Experience

~~Students who elect to write a Master's thesis must concurrently enroll in the following courses.~~

Complete ALL of the following Courses:

- ~~ESC 706 - Project Seminar I~~
- ESC 707 - Project Seminar II

~~Or Comprehensive Examination:~~

~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in three additional credits of research-related course work.~~

OR

Track 3 (40– 43 credits). Alternative Transitional B Non-Math majors seeking initial certification in Math 7-12

Candidates who are eligible for a NYS Transitional B certificate grades 7-12 and with liberal arts and sciences degree who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework.

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

AND

Advanced Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

AND

Culminating Experience

Complete ALL of the following Courses:

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

~~Or Comprehensive Examination:~~

~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in three additional credits of research-related course work.~~

OR

Track 4 (39 credits). Alternative Transitional B Math Majors seeking dual certification in Math 7-12 and ~~SWD 7-12 Generalist~~

Candidates who hold a bachelor's degree in mathematics, and who are eligible for a Transitional B Certificate in Mathematics Education and Students with Disabilities (SWD) grades 7-12.

Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching

Earn at least 6 credits from the following:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
AND ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Additional Certification Requirements

After fulfilling the degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades 5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students EAS and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7- 12, and must meet any additional New York State requirements.

3. To:

Certificate Requirements - Admission Requirements

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
- Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.
- For Track 1, must be eligible for the NYS Transitional B Certificate.
- For Track 2, mathematics major and eligible for the NYS Transitional B Certificate.
- For Track 3, mathematics course work includes Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; Must be eligible for the NYS Transitional B Certificate.

For Track 4, mathematics course work includes Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics. Must be eligible for the NYS Transitional B Certificate.

Certificate Requirements – Overall

Earn at least 36 credits

This program offers five tracks for candidates possessing a Trans B license from New York State.

- **Track 1 (36 credits).** Alternative Transitional B Non-Math Majors seeking initial certification in Math 5-9 Hybrid/Campus.
- **Track 2 (36 credits).** Alternative Transitional B Math Majors seeking initial certification in Math 7-12 Hybrid/Campus.
- **Track 3 (43 credits).** Alternative Transitional B Non-Math majors seeking initial certification in Math 7-12 Hybrid/Campus.
- **Track 4 (45 credits).** Alternative Transitional B Math Majors seeking dual certification in Math 7-12 and Students with Disabilities P-12 Hybrid/Campus.
- **Track 5 Online Option** (an add-on sequence that permits Alternative Certification Trans B candidates in Math 5-9 or 7-12 or Dual Certification Math 7-12 and Students with Disabilities P-12 to complete Tracks 1-4 courses as asynchronous or video synchronous)

Certificate Requirements - Course Requirements

Complete at least 1 of the following:

Track 1 (36 credits). Alternative Transitional B non-math majors seeking initial certification in Math 5-9 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education Courses

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

AND

Advanced Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

AND

Culminating Experience

Complete the following Course:

- ESC 708 – Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

OR

Track 2 (36 credits). Alternative Transitional B Math Majors seeking initial certification in Math 7-12 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education Courses

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Three graduate electives in mathematics chosen in consultation with a program adviser.

Earn at least 9 credits

AND

Culminating Experience

Complete the following Course:

- ESC 708 – Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

OR

Track 3 (43 credits). Alternative Transitional B Non-Math majors seeking initial certification in Math 7-12 Hybrid/Campus

Candidates who are eligible for a NYS Transitional B certificate grades 7-12 and with liberal arts and sciences degree who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework.

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

AND

Advanced Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

AND

Culminating Experience

Complete the following Course:

- ESC 708 – Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

OR

Track 4 (45 credits). Alternative Transitional B Math Majors seeking dual certification in Math 7-12 and Students with Disabilities P-12 Hybrid/Campus

Candidates who hold a bachelor's degree in mathematics, and who are eligible for a Transitional B Certificate in Mathematics Education and Students with Disabilities P-12.

Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching

Earn at least 6 credits from the following:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
AND ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Track 5 Online Option (an add-on sequence that permits Alternative Certification Trans B candidates in Math 5-9 or 7-12 or Dual Certification Math 7-12 and Students with Disabilities P-12 to complete Tracks 1-4 courses as asynchronous or video

synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

Additional Certification Requirements

After fulfilling the degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades 5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students EAS and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7-12, and must meet any additional New York State requirements.

4. **Rationale:**

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.
- NYSED has changed the SWD certification to include all grades (P-12). We added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to meet this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. **Date of departmental approval:** September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics 7-12, MSED

Hegis Number: 1701.01

Program Code: 25827

1. **Type of Change:** Addition of Distance Education Format; Admission Requirements; Change in Degree Requirements

2. **From:**

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied. Applicants will apply for one of 6 sequences based on their qualifications:

Sequence 1 (40–42 credits): Non-math majors: For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, who lack professional education coursework, and who seek mathematics certification, grades 5-9.

Sequence 2 (47–49 credits): Non-math majors: For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 18 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, and who lack professional education coursework and seek mathematics certification, grades 7-12.

Sequence 3 (40-42 credits): Mathematics majors: For candidates who hold a bachelor's degree in mathematics, but lack professional education coursework, and who seek mathematics certification, grades 7-12.

Sequence 4 (31-33 credits): Mathematics majors with an education minor that meets NYS core requirements in educational psychology, educational foundations, literacy, technology, special education, and supervised field experiences; candidates seek mathematics certification, grades 7-12.

Sequence 5 (42 credits): Mathematics majors: For candidates who hold a bachelor's degree in mathematics and seek certification in Mathematics Education and Students with Disabilities (SWD), ~~grades 7-12.~~

Sequence 6 (45 credits): Mathematics majors: For Residency Program candidates who hold a bachelor's degree in mathematics and seek initial certification in Mathematics Education and Students with Disabilities (SWD) ~~grades 7-12.~~

Requirements

Collapse All

Master's Requirements - Admission Requirements**Type:** Completion requirement

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. For Sequence 1 (non-math majors): Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken; candidates seek mathematics certification, grades 5-9.
3. For Sequence 2 (non-math majors): Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken; candidates seek mathematics certification, grades 7-12.
4. For Sequence 3: mathematics majors who lack education coursework and who seek mathematics certification, grades 7-12.
5. For Sequence 4: mathematics major with an education minor that meets NYS core requirements in educational psychology, educational foundations, literacy, technology, special education, and supervised field experiences. Candidates seek mathematics certification, grades 7-12.
6. For Sequence 5: mathematics major and mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics. Candidates seek certification in both Mathematics and Students With Disabilities (SWD).
7. For Sequence 6 (Residency Program candidates), mathematics major and submission of passing scores on the New York State Content Specialty Tests (CSTs) in both Mathematics and in Students with Disabilities (SWD).
8. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
9. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
10. A 500-word essay on career goals.
11. A personal interview.

Masters Requirements - Overall**Earn at least 30 credits****Masters Requirements - Sequence 1****Fulfill ALL of the following requirements:****Core Education****Earn at least 16 credits from the following:**

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

AND

Culminating Experience

Complete ALL of the following Courses:

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

Masters Requirements - Sequence 2

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

AND

Culminating Experience

Complete ALL of the following Courses:

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

Masters Requirements - Sequence 3

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Earn at least 9 credits

- Three graduate electives in mathematics chosen in consultation with a program adviser.

AND

Culminating Experience

Complete ALL of the following Courses:

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

Masters Requirements - Sequence 4

Fulfill ALL of the following requirements:

Core Education

Complete course(s) and earn 19 - 21 credit(s) from the following:

- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

- ESC 595 - Internship in Classroom Teaching
OR ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

AND

Mathematics

Earn at least 9 credits

- Three or four graduate electives in mathematics chosen in consultation with a program adviser.

AND

Complete ALL of the following Courses:

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

Masters Requirements - Sequence 5

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780—Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND**Student Teaching****Complete ALL of the following Courses:**

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements - Sequence 6

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option**Fulfill ALL of the following requirements:****Foundations Core****Complete ALL of the following Courses:**

- ~~EDS 780 - Adolescent Development~~
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND**Pedagogical Core****Complete ALL of the following Courses:**

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND**Student Teaching****Complete ALL of the following Courses:**

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

~~Masters Requirements – Additional Certification Requirements~~

~~After fulfilling the Sequences 1 through 6 degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades 5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.~~

~~In addition to the requirements above, Sequence 6 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.~~

~~In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7-12, and must meet any additional New York State requirements. Masters Requirements - Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9~~

~~Masters Requirements - Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9~~

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

- Possess New York State initial certification to teach mathematics in grades 5-9.
- Have at least two semesters of successful experience teaching mathematics in grades 7, 8, or 9; or one semester of supervised student teaching in mathematics in grades 7, 8, or 9 (with a grade of B or better).
- Mathematics coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in an interview.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

AND

Continuation Requirements

- Students must maintain a 3.0 grade point average throughout the course of study.

AND

Certificate Requirements

The Extension Program in Mathematics Education consists of 17 credits, as outlined below. A minimum of a B average must be maintained throughout the course of the Program. All students are to consult with an adviser in Mathematics Education before starting the Program.

AND

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics Content

Complete ALL of the following Courses:

- MAT 604 - Application of the Real and Complex Number Systems
- MAT 615 - Modern Algebra
- MAT 637 - Topics in Discrete Mathematics

This program is designed for candidates who hold New York State initial certification to teach Mathematics in grades 5-9 (Middle Childhood Education) and wish to extend their certification to include grades 7-12 (Adolescent Education).

3. To:

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied. Applicants will apply for one of 7 sequences based on their qualifications:

Sequence 1 (40–42 credits): Non-math majors: For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, who lack professional education coursework, and who seek mathematics certification, grades 5-9 Hybrid/Campus.

Sequence 2 (47–49 credits): Non-math majors: For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 18 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, and who lack professional education coursework and seek mathematics certification, grades 7-12 Hybrid/Campus.

Sequence 3 (40-42 credits): Mathematics majors: For candidates who hold a bachelor's degree in mathematics, but lack professional education coursework, and who seek mathematics certification, grades 7-12 Hybrid/Campus.

Sequence 4 (31-33 credits): Mathematics majors with an education minor that meets NYS core requirements in educational psychology, educational foundations, literacy, technology, special education, and supervised field experiences; candidates seek mathematics certification, grades 7-12 Hybrid/Campus.

Sequence 5 (48 credits): Mathematics majors: For candidates who hold a bachelor's degree in mathematics and seek certification in Mathematics Education and Students with Disabilities P-12 Hybrid/Campus.

Sequence 6 (51 credits): Mathematics majors: For Residency Program candidates who hold a bachelor's degree in mathematics and seek initial certification in Mathematics Education and Students with Disabilities P-12 Hybrid/Campus.

Sequence 7: Online Option (an add-on sequence that permits MSED candidates in Math 5-9 or 7-12 or dual certification in Math 7-12 and Students with Disabilities P-12 to complete Sequences 1-6 courses as asynchronous or video synchronous)

Requirements

Collapse All**Master's Requirements - Admission Requirements**

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. For Sequence 1 (non-math majors): Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken; candidates seek mathematics certification, grades 5-9.
3. For Sequence 2 (non-math majors): Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken; candidates seek mathematics certification, grades 7-12.
4. For Sequence 3: mathematics majors who lack education coursework and who seek mathematics certification, grades 7-12.
5. For Sequence 4: mathematics major with an education minor that meets NYS core requirements in educational psychology, educational foundations, literacy, technology, special education, and supervised field experiences. Candidates seek mathematics certification, grades 7-12.
6. For Sequence 5: mathematics major and mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics. Candidates seek certification in both Mathematics and Students With Disabilities (SWD).
7. For Sequence 6 (Residency Program candidates), mathematics major and submission of passing scores on the New York State Content Specialty Tests (CSTs) in both Mathematics and in Students with Disabilities (SWD).
8. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
9. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
10. A 500-word essay on career goals.
11. A personal interview.

Masters Requirements - Overall**Earn at least 31 credits**Masters Requirements - Sequence 1 Hybrid/Campus**Type:** Completion requirement**Fulfill ALL of the following requirements:****Core Education****Earn at least 16 credits from the following:**

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

AND

Culminating Experience

Complete the following Course:

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

Masters Requirements - Sequence 2 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

AND

Culminating Experience

Complete the following Course:

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

Masters Requirements - Sequence 3 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education

AND

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics

Earn at least 9 credits

- Three graduate electives in mathematics chosen in consultation with a program adviser.

AND

Culminating Experience

Complete the following Course:

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

Masters Requirements - Sequence 4 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education

Complete course(s) and earn 19 - 21 credit(s) from the following:

- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

- ESC 595 - Internship in Classroom Teaching
OR ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

AND

Mathematics

Earn at least 9 credits

- Three or four graduate electives in mathematics chosen in consultation with a program adviser.

AND

Complete the following Course:

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

Masters Requirements - Sequence 5 Hybrid/Campus

Dual Certification in Mathematics 7-12 and Teaching Students with Disabilities P-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND**Student Teaching****Complete ALL of the following Courses:**

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements - Sequence 6 Hybrid/Campus

Dual Certification in Mathematics 7-12 and Students with Disabilities P-12**Fulfill ALL of the following requirements:****Foundations Core****Complete ALL of the following Courses:**

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND**Pedagogical Core****Complete ALL of the following Courses:**

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND**Student Teaching****Complete ALL of the following Courses:**

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities P- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements Sequence 7: Online Option (an add-on sequence that permits MSED candidates in Math 5-9 or 7-12 or dual certification in Math 7-12 and Students with Disabilities P-12 to complete Sequences 1-6 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit

and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

- Possess New York State initial certification to teach mathematics in grades 5-9.
- Have at least two semesters of successful experience teaching mathematics in grades 7, 8, or 9; or one semester of supervised student teaching in mathematics in grades 7, 8, or 9 (with a grade of B or better).
- Mathematics coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in an interview.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

AND

Continuation Requirements

- Students must maintain a 3.0 grade point average throughout the course of study.

AND

Certificate Requirements

The Extension Program in Mathematics Education consists of 17 credits, as outlined below. A minimum of a B average must be maintained throughout the course of the Program. All students are to consult with an adviser in Mathematics Education before starting the Program.

AND

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

AND

Mathematics Content

Complete ALL of the following Courses:

- MAT 604 - Application of the Real and Complex Number Systems
- MAT 615 - Modern Algebra
- MAT 637 - Topics in Discrete Mathematics

This program is designed for candidates who hold New York State initial certification to teach Mathematics in grades 5-9 (Middle Childhood Education) and wish to extend their certification to include grades 7-12 (Adolescent Education).

4. Rationale:

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.
- NYSED has changed the SWD certification to include all grades (P-12). We added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to meet this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. Date of departmental approval: September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Science Teacher Grade 7-12 Alternative Trans B Certification

Hegis Number: 0899.50

Program Code: 25790

1. **Type of Change:** Addition of Distance Education Format; Degree Requirements

2. **From:**

Major Requirements - Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the Content Specialty Test (CST).
4. Satisfy appropriate voice, speech, and health standards.
5. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
6. Personal interview.

Degree Requirements - Overall

Earn at least 33 credits

This program offers ~~two~~ tracks for candidates possessing a Trans B license from New York State.

- Track 1 (33-38 crs.): ~~Alternative Transitional B candidates seeking initial certification in Science Education 7-12.~~
- Track 2 (42-44 crs.): ~~Alternative Transitional B candidates seeking dual certification in Science Education 7-12 and SWD 7-12 Generalist.~~

Science Education Degree Requirements

Complete at least 1 of the following:

Track 1: Trans B Alternative Certification in Science Education 7-12 Sequence (33-38 credits).

Fulfill ALL of the following requirements:

Core Education Sequence (12-15 credits)

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
OR ESC 713 - Restorative Practices & Restorative Justice
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 789 - Independent Study in Curriculum Development
- ESC 595 - Internship in Classroom Teaching
OR ESC 596 - Student Teaching in the Middle and High School Grades

AND

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 536 - Teaching and Learning with Technology in Education
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

ESC 536: Or equivalent.

ESC 767: Or equivalent.

AND

Research and Culmination Projects (3 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research

AND

Graduate Science Content (6-8 credits)

Earn at least 6 credits from the following:

- BIO 611 - Problems in Microbiology
- BIO 612 - Plant Growth and Development
- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry
- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy
- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes
- PHY 601 - Advanced General Physics

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

For candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science Education 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

OR

Track 2: Trans B Alternative Dual Certification in Science Education 7-12 and Students with Disabilities, ~~Generalist, Grades 7-12 (42-44 credits)~~

Fulfill ALL of the following requirements:

Introductory Core (6 credits)

Complete ALL of the following Courses:

- EDS 780 – ~~Adolescent Development~~
- EDS 743 - Behavioral Assessment, Management, and Change

AND

Foundations Core (12 credits)

Complete ALL of the following Courses:

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems

- EDS 712 - The Adolescent with Disabilities
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core (12 credits)

Complete ALL of the following Courses:

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

AND

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

AND

Graduate Science Content (6 credits)

Earn at least 6 credits from the following:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry
- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems
- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy
- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

Candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science Education 7-12 and Students with Disabilities (SWD) Generalist Grades 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Additional Comments:

Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program.

3. To:

Major Requirements - Admission Requirements

7. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
8. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
9. Submission of scores on the Content Specialty Test (CST).
10. Satisfy appropriate voice, speech, and health standards.
11. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
12. Personal interview.

Degree Requirements - Overall

Earn at least 33 credits

This program offers three tracks for candidates possessing a Trans B license from New York State.

- Track 1 (33-38 credits): Science 7-12 Hybrid/Campus.
- Track 2 (48-50 credits): Science 7-12 and Students with Disabilities P-12 Hybrid/Campus.
- Track 3 Online Option (an add-on track that permits MSED candidates in Science 7-12 or dual certification in Science 7-12 and Students with Disabilities P-12 to complete Tracks 1-2 courses as asynchronous or video synchronous).

Science Education Degree Requirements

Complete at least 1 of the following:

Track 1: Hybrid/Campus Trans B Alternative Certification in Science 7-12 Sequence (33-38 credits).

Fulfill ALL of the following requirements:

Core Education Sequence (12-15 credits)

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
OR ESC 713 - Restorative Practices & Restorative Justice
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 789 - Independent Study in Curriculum Development
- ESC 595 - Internship in Classroom Teaching
OR ESC 596 - Student Teaching in the Middle and High School Grades

AND

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 536 - Teaching and Learning with Technology in Education
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

ESC 536: Or equivalent.

ESC 767: Or equivalent.

AND

Research and Culmination Projects (3 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research

AND

Graduate Science Content (6-8 credits)

Earn at least 6 credits from the following:

- BIO 611 - Problems in Microbiology
- BIO 612 - Plant Growth and Development
- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry
- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy
- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes
- PHY 601 - Advanced General Physics
- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

For candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

OR

Track 2: Hybrid/Campus Trans B Alternative Dual Certification in Science 7-12 and Students with Disabilities P-12 (48-50 credits)

Fulfill ALL of the following requirements:

Introductory Core (6 credits)

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 743 - Behavioral Assessment, Management, and Change

AND

Foundations Core (12 credits)

Complete ALL of the following Courses:

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 712 - The Adolescent with Disabilities
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Pedagogical Core (18 credits)

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

AND

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

AND

Graduate Science Content (6 credits)

Earn at least 6 credits from the following:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants
- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry

- CHE 548 - Special Topics in Modern Organic Chemistry
- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems
- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy
- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

Candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science 7-12 and Students with Disabilities P-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Track 3 Online Option (an add-on track that permits MSED candidates in Science 7-12 or dual certification in Science 7-12 and Students with Disabilities P-12 to complete Tracks 1-2 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

Additional Comments:

Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program.

4. **Rationale:**

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.
- NYSED has changed the SWD certification to include all grades (P-12). We added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to meet this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. **Date of departmental approval:** September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Science Education
Hegis Number: 0834.00
Program Code: 25791

1. **Type of Change:** Addition of Distance Education Format; Degree Requirements

2. **From:**

This program offers ~~five~~ sequences and is designed for candidates seeking a Master's degree in Science Education and dual certification options for Teaching Students with Disabilities (SWD) ~~7-12 Generalist~~.

Masters Requirements - Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. For Sequence 1 admission: An undergraduate science major or the equivalent and initial certification.
4. For Sequence 2 and the dual certification and Trans B sequences admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
5. For Sequence 3 admission: An undergraduate science major and must have completed at least 12 credits of the Middle and High School education minor.
6. For Sequence 5, submit passing scores on the New York State Content Specialty Tests (CSTs) in science content and Students with Disabilities.
7. Satisfy appropriate voice, speech, and health standards.
8. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
9. Personal interview.

Masters Requirements - Master of Science in Education

Earn at least 34 credits

- **Sequence 1 (~~32-36 credits~~):** is for candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification.

- **Sequence 2 (42-48 credits):** is for candidates with an undergraduate science major but who lack professional education coursework and who seek initial certification.
- **Sequence 3 (31-35 credits):** is for candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.
- **Sequence 4 (43-45 credits):** is for candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.
- **Sequence 5 (46-48 credits):** is for Residency Program candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

Advisement

- Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program. Students must complete one of the three sequences outlined below.

Masters Requirements - Sequence 1

Fulfill ALL of the following requirements:

Core Education (3-6 credits)

Earn at least 3 credits from the following:

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 519 - Teaching Science in Middle and High School
- ESC 519: Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification.

AND

Curriculum and Instruction (11-12 credits)

Earn at least 11 credits from the following:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 713 - Restorative Practices & Restorative Justice
OR ESC 595 - Internship in Classroom Teaching
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC 767: Or equivalent.

AND

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II
- ESC 705 - Methods of Educational Research
AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

AND

Graduate Science Content (12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers

- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification.

Masters Requirements - Sequence 2

Fulfill ALL of the following requirements:

Core Education (18 credits)

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
OR ESC 713 - Restorative Practices & Restorative Justice
- ESC 519 - Teaching Science in Middle and High School
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

AND

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings

- ESC 536 - Teaching and Learning with Technology in Education
OR ESC 537 - Principles of Computer Science Education I
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

AND

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II
- ESC 705 - Methods of Educational Research
AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

AND

Graduate Science Content (~~6-12~~ credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History

- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and are seeking initial certification in Science Education grades 7-12.

Masters Requirements - Sequence 3

Fulfill ALL of the following requirements:

Core Education (10-12 credits)

Earn at least 10 credits from the following:

- ESC 519 - Teaching Science in Middle and High School
- ESC 789 - Independent Study in Curriculum Development
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

AND

Curriculum and Instruction (9 credits)

Complete ALL of the following Courses:

- ESC 536 - Teaching and Learning with Technology in Education
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- **ESC 536:** Or equivalent.
- **ESC 767:** Or equivalent.

AND

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

AND

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 611 - Problems in Microbiology
- BIO 612 - Plant Growth and Development
- BIO 618 - Problems in Ecology

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes

- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

General Science

Complete ANY of the following Courses:

- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes
- PHY 601 - Advanced General Physics

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.

Masters Requirements - Sequence 4

**Dual Certification Science Education and Teaching Students with Disabilities
Generalist Grades 7-12**

Fulfill ALL of the following requirements:

Foundations Core (21 credits)

Complete ALL of the following Courses:

- EDS 780—Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 519 - Teaching Science in Middle and High School
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

AND

Graduate Science Content (~~6-8~~ credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics

- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser

in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above. For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and an interest in dual Science Education 7-12 and ~~SWD 7-12 Generalist certification.~~
Masters Requirements - Sequence 5

**Residency Program in Dual Certification Science Education and Teaching
Students with Disabilities Generalist Grades 7-12**

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ~~EDS 780—Adolescent Development~~
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 519 - Teaching Science in Middle and High School
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

AND

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and an interest in dual Science Education 7-12 and ~~SWD 7-12 Generalist certification.~~

3. To:

This program offers six sequences and is designed for candidates seeking a Master's degree in Science Education and dual certification options for Teaching Students with Disabilities P-12.

Masters Requirements - Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. For Sequence 1 admission: An undergraduate science major or the equivalent and initial certification.
4. For Sequence 2 and the dual certification and Trans B sequences admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
5. For Sequence 3 admission: An undergraduate science major and must have completed at least 12 credits of the Middle and High School education minor.
6. For Sequence 5, submit passing scores on the New York State Content Specialty Tests (CSTs) in science content and Students with Disabilities.
7. Satisfy appropriate voice, speech, and health standards.
8. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
9. Personal interview.

Masters Requirements - Master of Science in Education

Earn at least 30 credits

- **Sequence 1 (30-36 credits):** is for candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification Hybrid/Campus.
- **Sequence 2 (42-44 credits):** is for candidates with an undergraduate science major but who lack professional education coursework and who seek initial certification Hybrid/Campus.
- **Sequence 3 (31-35 credits):** is for candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification Hybrid/Campus.
- **Sequence 4 (45-47 credits):** is for candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science 7-12 and Students with Disabilities P-12 Hybrid/Campus.
- **Sequence 5 (48-50 credits):** is for Residency Program candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science 7-12 and Students with Disabilities P-12 Hybrid/Campus.
- **Sequence 6 Online Option (an add-on sequence that permits MSED candidates in Science 7-12 or dual certification in Science 7-12 and Students with Disabilities P-12 to complete Sequences 1-5 courses as asynchronous or video synchronous).** The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

Advisement

- Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program. Students must complete one of the six-sequences outlined below.

Masters Requirements - Sequence 1 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education (3-6 credits)

Earn at least 3 credits from the following:

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 519 - Teaching Science in Middle and High School
- ESC 519: Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification.

AND

Curriculum and Instruction (12 credits)

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 713 - Restorative Practices & Restorative Justice
OR ESC 596 – Student Teaching in Middle and High School Grades
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC 767: Or equivalent.

AND

Research and Culmination Projects (6 credits)

- ESC 705 - Methods of Educational Research
- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

OR

- ESC 705 - Methods of Educational Research
AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

AND

Graduate Science Content (9-12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification.

Masters Requirements - Sequence 2 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education (18 credits)

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education

- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
OR ESC 713 - Restorative Practices & Restorative Justice
- ESC 519 - Teaching Science in Middle and High School
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

AND

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 536 - Teaching and Learning with Technology in Education
OR ESC 537 - Principles of Computer Science Education I
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

AND

Research and Culmination Projects (6 credits)

- ESC 705 - Methods of Educational Research
- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

OR

- ESC 705 - Methods of Educational Research
AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

AND

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics

- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and are seeking initial certification in Science 7-12.

Masters Requirements - Sequence 3 Hybrid/Campus

Fulfill ALL of the following requirements:

Core Education (10-12 credits)

Earn at least 10 credits from the following:

- ESC 519 - Teaching Science in Middle and High School
- ESC 789 - Independent Study in Curriculum Development
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

AND

Curriculum and Instruction (9 credits)

Complete ALL of the following Courses:

- ESC 536 - Teaching and Learning with Technology in Education
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- **ESC 536:** Or equivalent.
- **ESC 767:** Or equivalent.

AND

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

AND

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 611 - Problems in Microbiology
- BIO 612 - Plant Growth and Development
- BIO 618 - Problems in Ecology

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

General Science

Complete ANY of the following Courses:

- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes
- PHY 601 - Advanced General Physics

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.

Masters Requirements - Sequence 4 Hybrid/Campus**Dual Certification Science 7-12 and Students with Disabilities P-12****Fulfill ALL of the following requirements:****Foundations Core (21 credits)****Complete ALL of the following Courses:**

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND**Curriculum and Instruction (12 credits)****Complete ALL of the following Courses:**

- ESC 519 - Teaching Science in Middle and High School
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

AND

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and an interest in dual Science 7-12 and Students with Disabilities P-12.

Masters Requirements - Sequence 5 Hybrid/Campus

Residency Program in Dual Certification Science and Students with Disabilities P-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems

- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

AND

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 519 - Teaching Science in Middle and High School
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

AND

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

AND

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Medicinal Plants

OR

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

OR

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

OR

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

OR

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and an interest in dual Science 7-12 and Students with Disabilities P-12.

Masters Requirements - Sequence 6

Online Option (an add-on sequence that permits MSED candidates in Science 7-12 or dual certification in Science 7-12 and Students with Disabilities P-12 to complete Sequences 1-5 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person

options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

4. Rationale:

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.
- NYSED has changed the SWD certification to include all grades (P-12). We added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to meet this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. Date of departmental approval: September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Social Studies Teacher, Grades 7-12 Alternative Transitional B Certification, MA

Hegis Number: 0899.50

Program Code: 25793

1. **Type of Change:** Addition of Distance Education Format; Admission Requirements; Change in Degree Requirements

2. **From:**

~~Fulfills the academic requirements for Initial and Professional Certifications.~~

Major Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Must be eligible for the NYS Transitional B Certificate.
- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- ~~• If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.~~
- ~~• If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.~~
- ~~• Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.~~
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

Additional Comments:

Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these

requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Major Requirements - Core Requirements/Curriculum: ~~Sequence 4~~

Type: Completion requirement

Track 1: Trans B Alternative Certification in Social Studies 7-12 (30 credits)

Fulfill ALL of the following requirements:

Introductory Core (6 credits)

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Foundations Core (6 credits)

Complete ALL of the following Courses:

- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core (6 credits)

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core (3 credits)

Complete ANY of the following Courses:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography

Project Seminar (3 credits)

Complete ALL of the following Courses:

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

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Track 2: Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7-12 (36 credits)

Fulfill ALL of the following requirements:

Introductory Core (6 credits)

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 743 - Behavioral Assessment, Management, and Change

Foundations Core (12 credits)

Complete ALL of the following Courses:

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- EDS 712 – The Adolescent with Disabilities
- EDS 741 – Psycho-educational Evaluation of Children With Learning Problems

Pedagogical Core (12 credits)

Complete ALL of the following Courses:

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ESC 533 - Teaching World History in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms

- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12 and Students with Disabilities (SWD), ~~Generalist, Grades 7-12~~. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Additional Comments:

~~After fulfilling the degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.~~

~~In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 7-12, and must meet any additional New York State requirements.~~

~~Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:~~

~~(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;~~

~~(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or~~

~~(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.~~

Major Requirements - Additional Certification Requirements

Type: Completion requirement

~~After fulfilling the Track 1 and 2 requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.~~

~~In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 7-12, and must meet any additional New York State requirements.~~

~~Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:~~

~~(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;~~

~~(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or~~

~~(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.~~

~~In addition to the requirements above, Track 2 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.~~

~~Tracks 1 and 2 candidates will also complete the Trans B application and all relevant requirements including certification exams and workshops.~~

3. To:

This master's program is designed for Trans B candidates who seek initial and professional certification in Social Studies 7-12 or dual certification in Social Studies 7-12 and Students with Disabilities P-12.

This program offers three tracks for candidates possessing a Trans B license from New York State.

- Track 1 (30 credits): Social Studies 7-12 Hybrid/Campus.
- Track 2 (42 credits): Dual certification in Social Studies 7-12 and Students with Disabilities P-12 Hybrid/Campus.
- Track 3 Online Option (an add-on sequence that permits Alternative Certification Trans B candidates in Social Studies 7-12 or Dual Certification Social Studies 7-12 and Students with Disabilities P-12 to complete Tracks 1-2 courses as asynchronous or video synchronous)

Major Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Must be eligible for the NYS Transitional B Certificate.
- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.

- 500-word application essay on interest in the program as it relates to long-term career goals.

Additional Comments:**Prerequisite Content Core:**

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Major Requirements - Core Requirements/Curriculum: Track 1

Type: Completion requirement

Track 1: Hybrid/ Campus Trans B Alternative Certification in Social Studies 7-12 (30 credits)

Fulfill ALL of the following requirements:

Introductory Core (6 credits)

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Foundations Core (6 credits)

Complete ALL of the following Courses:

- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core (6 credits)

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core (3 credits)

Complete ANY of the following Courses:

- HIW 533 - World History and Historiography

- HIU 534 - U.S. History and Historiography

Project Seminar (3 credits)

Complete ALL of the following Courses:

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

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Track 2: Hybrid/ Campus Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities P-12 (42 credits)

Fulfill ALL of the following requirements:

Introductory Core (6 credits)

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 743 - Behavioral Assessment, Management, and Change

Foundations Core (12 credits)

Complete ALL of the following Courses:

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- EDS 712 – The Adolescent with Disabilities
- EDS 741 – Psycho-educational Evaluation of Children With Learning Problems

Pedagogical Core (18 credits)

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ESC 533 - Teaching World History in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching (6 credits)**Complete ALL of the following Courses:**

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12 and Students with Disabilities P-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Track 3: Online Option (an add-on sequence that permits Alternative Certification Trans B candidates in Social Studies 7-12 or Dual Certification Social Studies 7-12 and Students with Disabilities P-12 to complete Tracks 1-2 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

4. Rationale:

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.
- NYSED has changed the SWD certification to include all grades (P-12). We added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to meet this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. Date of departmental approval: September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Social Studies 7-12, MA

Hegis Number: 2201.01

Program Code: 25794

1. Type of Change: Addition of Distance Education Format; Admission Requirements; Change in Degree Requirements

2. From:

This program ~~offers five sequences and~~ is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12 and dual certification for Teaching Students with Disabilities (SWD) 7-12 Generalist.

Masters Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- ~~If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.~~
- ~~If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.~~
- ~~Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program in Sequences 1 through 3.~~
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- ~~For Sequence 5 only, submit passing scores on the New York State Content Specialty Tests (CSTs) in Social Studies and Students with Disabilities.~~

Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Masters Requirements - Master of Arts

Type: Completion requirement

Sequence 1: History Intensive Option

Earn at least 41 credits

Sequence 2: Undergraduate Education Minor Option

Earn at least 30 credits

Sequence 3: History or Social Science Undergraduate Major Option

Earn at least 30 credits

Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12 Option

Earn at least 39-credits

Sequence 5: Residency Program in dual Social Studies 7-12 and SWD 7-12 Generalist certification.

Earn at least 42-credits

Masters Requirements - Sequence 1: History Intensive Option

Type: Completion requirement

History Intensive Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Complete ALL of the following Courses:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Earn at least 6 credits from the following:

- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.

Masters Requirements - Sequence 2: Undergraduate Education Minor

Type: Completion requirement

Undergraduate Education Minor

Fulfill ALL of the following requirements:

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 15 credits from the following:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12.

Masters Requirements - Sequence 3: History or Social Science Undergraduate Major Option

Type: Completion requirement

History or Social Science Undergraduate Major Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 3 credits from the following:

- HIW 533 - World History and Historiography

- HIU 534 - U.S. History and Historiography

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies ~~Education grades~~ 7-12.

Masters Requirements - Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities ~~Generalist Grades 7-12~~

Type: Completion requirement

Dual Certification Social Studies and Teaching Students with Disabilities

Generalist Grades 7-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education and Students with Disabilities (SWD) grades 7-12.

Masters Requirements - Sequence 5: Residency Program in Dual Social Studies 7-12 and SWD 7-12 Generalist certification

Type: Completion requirement

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education and Students with Disabilities (SWD) grades 7-12.

~~Masters Requirements—Additional Certification Requirements~~

~~Type: Completion requirement~~

~~After fulfilling the Sequences 1 through 5 degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7–12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Social Studies GST; and (d) the completed fingerprinting clearance. Please see adviser for more information.~~

~~In addition to the requirements above, Sequence 4 and 5 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.~~

~~In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of fulltime teaching in a public or private school, which serves grades 7–12, and must meet any additional New York State requirements.~~

~~Qualified Social Studies Education 7–12 candidates may also apply to one of the following Advanced Certificates:~~

~~(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;~~

~~(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or~~

~~(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.~~

3. To:

This program is designed for candidates seeking a Master's degree in Social Studies 7-12 or dual certification in Social Studies 7-12 and Students with Disabilities P-12.

Candidates wishing to do so may complete the degree program entirely online by taking online courses only.

Masters Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- For Sequence 2, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Masters Requirements - Master of Arts

Type: Completion requirement

Sequence 1: Hybrid/ Campus History Intensive Option
Earn at least 41 credits

**Sequence 2: Hybrid/ Campus Undergraduate Education Minor Option
Earn at least 30 credits**

**Sequence 3: Hybrid/ Campus History or Social Science Undergraduate Major
Option
Earn at least 30 credits**

**Sequence 4: Hybrid/ Campus Dual Certification Social Studies 7-12 and Students
with Disabilities P-12
Earn at least 45 credits**

**Sequence 5: Hybrid/ Campus Residency Program in Dual Certification Social
Studies 7-12 and Students with Disabilities P-12
Earn at least 48 credits**

Sequence 6: Online Option (an add-on sequence that permits M.A. candidates in Social Studies 7-12 or dual certification in Social Studies 7-12 and Students with Disabilities P-12 to complete Sequences 1-5 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

**Masters Requirements - Sequence 1: Hybrid/ Campus History Intensive Option
Type: Completion requirement**

History Intensive Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Complete ALL of the following Courses:

- HIW 533 - World History and Historiography

- HIU 534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Earn at least 6 credits from the following:

- ESC 596 - Student Teaching in the Middle and High School Grades
AND ESC 612 - Student Teaching Seminar in Secondary Education
- ESC 595 - Internship in Classroom Teaching
AND ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.

Masters Requirements - Sequence 2: Hybrid/ Campus Undergraduate Education Minor

Type: Completion requirement

Undergraduate Education Minor

Fulfill ALL of the following requirements:

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 15 credits from the following:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies 7-12.

Masters Requirements - Sequence 3: Hybrid/ Campus History or Social Science Undergraduate Major Option

Type: Completion requirement

History or Social Science Undergraduate Major Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 3 credits from the following:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Student Teaching Seminar in Secondary Education

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies 7-12.

Masters Requirements - Sequence 4: Hybrid/ Campus Dual Certification Social Studies 7-12 and Students with Disabilities P-12

Type: Completion requirement

Dual Certification Social Studies 7-12 and Students with Disabilities P-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms

- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies 7-12 and Students with Disabilities P-12.

Masters Requirements - Sequence 5: Hybrid/ Campus Residency Program in Dual Certification Social Studies 7-12 and Students with Disabilities P-12

Type: Completion requirement

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 701 – Understanding the Individual with Disabilities
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- EDE 723 – Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
- EDE 724 – Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education and Students with Disabilities (SWD).

Sequence 6: Online Option (an add-on sequence that permits M.A. candidates in Social Studies 7-12 or dual certification in Social Studies 7-12 and Students with Disabilities P-12 to complete Sequences 1-5 courses as asynchronous or video synchronous). The admission criteria and curriculum for the online option are the same as for the hybrid and in-person options including the same course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements.

4. Rationale:

- We are requesting a distance education option so candidates can complete their courses online. This will not affect the program's learning objectives since only the course delivery mode is changing.
- We have simplified the descriptions and eliminated extraneous information.
- The Students with Disabilities program has replaced EDS 780 with EDS 701.
- NYSED has expanded the SWD certification to include all grades (P-12). We have added the new early childhood/childhood methods courses (EDE 723 and EDE 724) to address this new certification requirement.
- None of these changes affect learning outcomes for this department or program.

5. Date of departmental approval: September 11, 2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** *Course title, description, adding repeatable attribute*

2. **From:**

| | |
|---|--|
| Department(s) | Middle and High School Education |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Education |
| Course Prefix & Number | ESC 708 |
| Course Title | Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas |
| Description | 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. |
| Pre/ Co Requisites | PREREQ: Departmental permission. |
| 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 |

3. To:

| | |
|---|--|
| Department(s) | Middle and High School Education |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Education |
| Course Prefix & Number | ESC 708 |
| Course Title | Project Seminar in Specialized Areas |
| Description | Development of a culminating project in the candidate's <u>content area</u> , aligned with that field's professional guidelines and state and national standards. (May be repeated for credit in a different departmental content area for a maximum of 6 credits.) |
| Pre/ Co Requisites | PREREQ: Departmental permission. |
| 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:

ESC 708 is a culminating project required by most master's programs in our department, each with a distinct content area. For candidates who complete two different graduate degrees, we are adding the option of repeating this course for credit. Also, the current course title and description were created around an obsolete State assessment. We updated the title and description to better reflect the current course and to give each program flexibility in meeting their specific professional standards. Neither change affects learning outcomes.

5. Date of departmental approval: September 11, 2025

Governance Committee Report February 4, 2026

1. Student Committee Nominations
 - a. Slate Of Nominees Provided By Students
 - b. Any Additional Nominations?
 - c. Move To A Vote

2. Faculty Vacancy on Undergraduate Curriculum Committee
 - a. Governance Committee nominates Julie Maybee (PHI) to fill term expiring 6/27
 - b. Any Additional Nominations?
 - c. Move To A Vote

3. Committee Nomination Solicitation & Election
 - a. Roughly Half of Faculty Committee Positions Expire 6/26
 - b. Three-Step Process
 - i. Nomination Round: March 9th – March 23rd
 - ii. Slate Prepared: April
 - iii. Elections: May Senate Meeting
 - c. See Attached Information, Memo, and Ballot (Links Not Active Yet)

4. Next Governance Committee Meeting TBA

Student Nominations For Senate Committees

Governance - 3

| | |
|------------------------|----------------------------------|
| Mariama Barry | MARIAMA.BARRY11@LC.CUNY.EDU |
| Oluwabusayomi S Owoaje | Oluwabusayomi.owoaje@lc.cuny.edu |
| Sekou Drame | MAHAMADOU.DRAME1@LC.CUNY.EDU |

Admissions, Evaluation and Academic Standards - 3

| | |
|---------------|------------------------------|
| Brianna Grant | brianna.grant1@lc.cuny.edu |
| Munira Ayalew | munira.ayalew@lc.cuny.edu |
| Sekou Drame | MAHAMADOU.DRAME1@LC.CUNY.EDU |

Undergraduate Curriculum - 3

| | |
|---------------|---------------------------|
| Samantha Pena | SAMANTHA.PENA@lc.cuny.edu |
| Kadiatou Ba | Kadiatou.ba@lc.cuny.edu |
| Erika E Lora | Erika.lora@lc.cuny.edu |

Graduate Studies - 3

| | |
|------------------|------------------------------|
| Fatahiya Salami | fatahiya.salami@lc.cuny.edu |
| Genesis J Marte | genesis.marte1@lc.cuny.edu |
| Chelsea Agyemang | chelsea.agyemang@lc.cuny.edu |

Library, Technology and Telecommunications - 3

| | |
|----------------------|-------------------------------|
| Esther Matthews | ESTHER.MATTHEWS@lc.cuny.edu |
| Grace N Dyantyi-Achi | Grace.Dyantyiachi@lc.cuny.edu |
| Kateleen Lopez | kateleen.lopez@lc.cuny.edu |

Budget and Long Range Planning - 3

| | |
|-----------------|-----------------------------|
| Terri Cotton | terri.cotton@lc.cuny.edu |
| Fatahiya Salami | fatahiya.salami@lc.cuny.edu |
| Alpha Barry | alpha.barry3@lc.cuny.edu |

Campus Life and Facilities - 3

| | |
|-------------------|-----------------------------|
| Gabriel S Jackson | GABRIEL.JACKSON@lc.cuny.edu |
| Daniel O Schwartz | daniel.schwartz@lc.cuny.edu |
| Christian Toro | christian.toro@lc.cuny.edu |

Academic Freedom - 3

| | |
|-----------------|----------------------------|
| Robin T Soto II | Robin.soto@lc.cuny.edu |
| Genesis Marte | genesis.marte1@lc.cuny.edu |
| Brianna Grant | brianna.grant1@lc.cuny.edu |

Equity, Inclusion, Accessibility, and Anti-Racism - 3

| | |
|----------------|-----------------------------|
| Mariama Barry | MARIAMA.BARRY11@LC.CUNY.EDU |
| Zainab Nisa | zainab.nisa@lc.cuny.edu |
| Nathalie Lopez | NATHALIE.LOPEZ2@lc.cuny.edu |

Assessment - 3

| | |
|----------------------------|-------------------------------------|
| Oluwabusayomi S Owoaje | Oluwabusayomi.owoaje@lc.cuny.edu |
| Fatou Kane | fatou.kane@lc.cuny.edu |
| Wilmory Dickson De La Rosa | wilmory.dicksondelarosa@lc.cuny.edu |

The Lehman College Senate Standing Committee Faculty/Staff Member Election Process 2026

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2026.

March 9th – March 23rd by Email



Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

April Governance Meeting

Step 3: The Senate Votes

The Governance Committee brings the prepared slate of candidates to the Senate floor. Additional nominations are called for and then the Senate votes.

May Senate Meeting

SHARED
Governance

LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

March 9th, 2026

To Members of the Lehman College Faculty and Staff:

The Lehman College Senate Governance Committee solicits nominations for the standing committees of the Senate for the 2026-2027 and 2027-2028 academic years.

Nominees **do not need to be members of the Senate**; they can be

- full-time faculty (including substitute faculty),
- adjunct faculty, or
- staff members in the CLT or HEO series.

The term of service is **two years**. Descriptions of the function of each committee are available online at: <https://www.lehman.edu/college-senate/documents/LC-SenateBylaws-March2024.pdf>

To submit nominations, please click [here](#). The linked page shows each committee's current faculty/staff members and specifies which of these members have expiring terms. You may nominate up to three candidates for each committee. You can nominate yourself, and current members can be renominated. **Please nominate only individuals who have agreed to serve if nominated and elected.**

We are also seeking nominees for the Lehman College Auxiliary Enterprise Corporation and for the Lehman College Association. More information about these positions can be found on the last page of the ballot linked to above.

Please submit nominations by **Monday, March 23rd**. Your cooperation is most appreciated; thank you.

Sincerely,
Joseph Fera
Chair, Governance Committee

**NOMINATION INFORMATION AND LINKS
FACULTY AND STAFF VACANCIES
STANDING SENATE COMMITTEES**

Academic Freedom Committee

Members With Continuing Terms

Diane Auslander (HIS)
Duran Fiack (POL)
Kevin Johnson (MAT)

Members With Expiring Terms

David Manier (PSY)
Mohan Vinjamuri (SWK)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Assessment Committee

Members With Continuing Terms

Yaswantie Persaud (SOE)
Robert Utzinger (FIE)
Hank Williams (AS)

Members With Expiring Terms

Julissa Adames-Torres (SWK)
Martin Downing (PSY)
Devrim Yavus (SOC)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Admissions, Evaluations, and Academic Standards

Members With Continuing Terms

Monica Duncan (MMTD)
Tanja Haxhoviq (MAT)
Andre Jitianu (CHE)

Members With Expiring Terms

Sandra Campeanu (PSY)
Avery Forbes (ACD ADV)
Brenda Hernandez-Acevedo (NUR)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Budget and Long-Range Planning

Members With Continuing Terms

Deirdre O'Boy (ENG)
Orlando Rivera (EXS SCI)
Meagab Serrano (CLLSE)

Members With Expiring Terms

Brian Murphy (CS)
Rafael Gonzalez (MAT)
Alexander Nune Torres (ECO BUS)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Campus Life and Facilities

Members With Continuing Terms

Melissa Deri (CHE)
Anne Pelisson (EXS SCI)
Di Wu (FIE)

Members With Expiring Terms

Kofi Benefo (SOC)
Danielle Magaldi Dopman (CLLSE)
Penny Prince (MMTD)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Equity, Inclusion, Accessibility, and Anti-Racism

Members With Continuing Terms

Takiyah Ali (GRAD STUD)
Cindy Bautista-Thomas (SWK)
Alyssa Lyons (SOC)

Members With Expiring Terms

Matthew Frye-Castillo (ENG)
Gabriela Kohler (STUD DIS SERV)
Darcel Reyes (NUR)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Graduate Studies

Members With Continuing Terms

Janet DeSimone (CLLSE)
Liat Seiger (SLHS)
Smee Wang (MMTD)

Members With Expiring Terms

Edward Kennely (BIO)
Justine McGovern (SWK)
Rossen Petkov (ACC)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Library, Technology, and Telecommunications

Members With Continuing Terms

Sherry Deckman (MHSE)
Dana Fenton (SOC)
Tailisha Gonzalez (HEAT)

Members With Expiring Terms

Stephen Castellano (IT)
Jennifer McCabe (MMTD)
Jennifer Van Allen (CLLSE)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Undergraduate Curriculum Committee

Members With Continuing Terms

Julie Maybee (PHI)
Yuri Gorokhovic (EEGS)
Lynn Rosenberg (SLHS)

Members With Expiring Terms

Andrew Gold (MBI)
Douglas Oberlin (EXS SCI)
Daniel Stuckart (MHSE)

To Submit Nominations For
This Committee Please Click

[HERE](#)

**NOMINATION INFORMATION AND LINKS
FACULTY AND STAFF VACANCIES
NON-SENATE STANDING COMMITTEES**

Lehman College Auxiliary Enterprise Corporation

Brief Position Description: *The Lehman College Auxiliary Enterprise Corporation oversees operations and budgets of the College as they pertain to operations outside of regular college activities. These include beverage/snack vending, parking, the motorcycle school, cafeteria commission, bookstore commission, and Lehman Stages/Studio. This is a 1-year term position.*

Member with Expiring Term

Suzette Ramsundar (ST LIFE)

To Submit Nominations For
This Committee Please Click

[HERE](#)

Lehman College Association

Brief Position Description: *The College Association Board is a campus committee responsible for the supervision and review of Lehman College student activity fee supported budgets. This committee includes Lehman administrators, faculty members, student members, and independent directors. This is a 3-year term position.*

Member with Expiring Term

James Carney (JMS)
Loric Madramootoo (MAT)

To Submit Nominations For
This Committee Please Click

[HERE](#)

*Notes.
Ombudsperson election in 2027.*



LEHMAN
COLLEGE



BUDGET & PLANNING

COMMITTEE REPORT

PRESENTED BY: ALEXANDER NUNEZ TORRES, Ph.D.

MEETING 11/13/2025

- Nine participants – 11 Members, 2 Guests
- Quorum achieved
- Agenda
 - Lehman Foundation Report
 - Financial Report Update, First Quarter Report
 - Tuition & Revenue Collection Report.
- Next meeting is 2/06/2026



LEHMAN

FOUNDATION REPORT



LEHMAN FOUNDATION REPORT

- VP Kelly Brown presented the report.
- Outlined the four primary categories of philanthropic support managed by Institutional Advancement: unrestricted funds, restricted funds, endowments, and planned giving gifts.
- The College has raised \$60 million to date across these categories of support.
- Forever Forward campaign seeks to secure an additional \$30 million in new funds over the next three fiscal years
- For the current fiscal year, Institutional Advancement has set a target of \$7.5 million and has raised \$1.5 million thus far.
- MacKenzie Scott endowment, yields an annual distribution of 4 percent—approximately \$1 million per year—supporting strategic institutional priorities.

LEHMAN

FIRST QUARTER FINANCIAL REPORT



FY2026 FIRST QUARTER UPDATE, 2026

- From the FY 2026 Projections presented in October, the total campus resources to the college amounts to 155.291 million.
- The projected expenses increased to \$164.570 million.
- OTPS increase of \$2 million is mostly due to one-time earmarked allocations for the college.
- Shortfall for the college is now projected to be \$9,279 million that will be offset by CUTRA account, remaining balance projected to be \$22.342 million

FY2026 FIRST QUARTER UPDATE, 2026

| | FY2025 (A) | FY2026 (P) | Q1 Projection | \$ Change | % Change |
|-------------------------------------|-------------------|-------------------|-------------------|-----------------|---------------|
| Current Budget | \$ 133,886 | \$ 149,798 | \$ 153,335 | \$ 3,537 | 2.36% |
| Tuition Collection Target | \$ 5,083 | \$ 1,819 | \$ 1,957 | \$ 138 | 7.59% |
| Total Campus Based Resources | \$ 138,969 | \$ 151,617 | \$ 155,292 | \$ 3,675 | 2.42% |
| Expenditures | | | | | |
| Personnel Services | \$ 102,041 | \$ 115,037 | \$ 116,592 | \$ 1,555 | 1.35% |
| Adjuncts | \$ 19,493 | \$ 25,478 | \$ 26,373 | \$ 895 | 3.51% |
| Temporary Services | \$ 6,095 | \$ 6,196 | \$ 5,970 | \$ (226) | -3.65% |
| OTPS | \$ 12,222 | \$ 13,704 | \$ 15,635 | \$ 1,931 | 14.09% |
| Total Expenditures | \$ 139,851 | \$ 160,415 | \$ 164,570 | \$ 4,155 | 2.59% |
| Over/Under | \$ (882) | \$ (8,798) | \$ (9,278) | | |
| Other Reserves | \$ 8,748 | \$ 7,866 | \$ 7,866 | | |
| CUTRA Reserves | \$ 23,754 | \$ 23,754 | \$ 23,754 | | |
| Year-End Balance | \$ 31,620 | \$ 22,822 | \$ 22,342 | \$ (480) | -2.10% |

Reminder: Includes the PSC bargaining cost: Ratification bonus \$896 thousand; Retroactive pay of 9,873 million; Increase of \$9,605 million

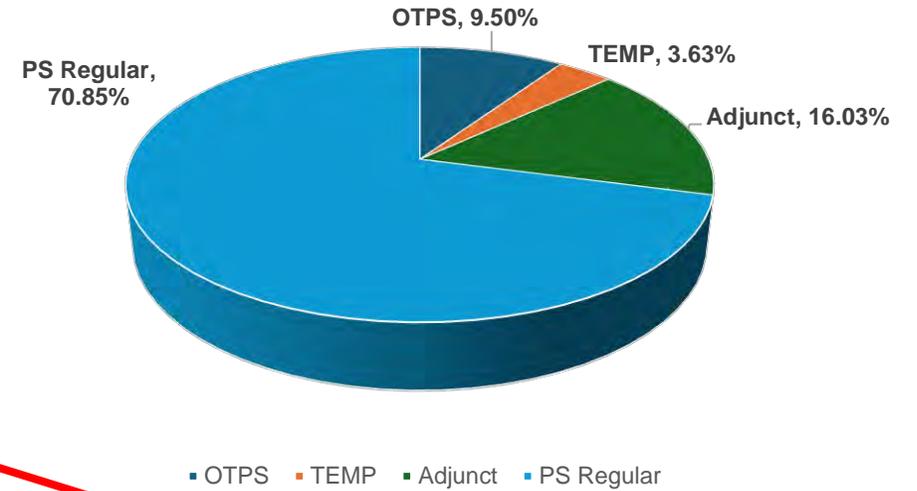
Includes \$2 million of one-time earmarked expenditure for the college

FY2026 FIRST QUARTER UPDATE, 2026

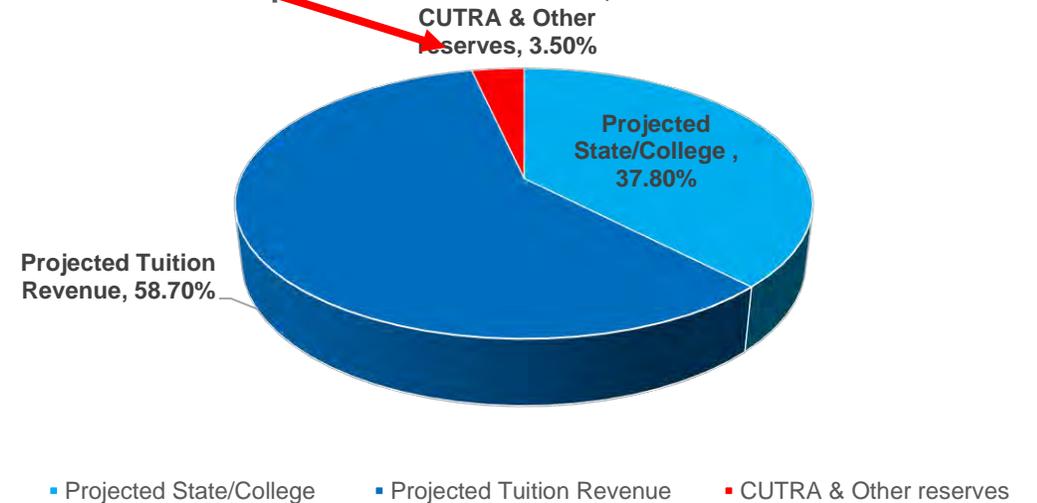
| | FY2025 (A) | FY2026 (P) | Q1 Projection | \$ Change | % Change |
|-------------------------------------|-------------------|-------------------|-------------------|-----------------|---------------|
| Current Budget | \$ 133,886 | \$ 149,798 | \$ 153,335 | \$ 3,537 | 2.36% |
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| Total Campus Based Resources | \$ 138,969 | \$ 151,617 | \$ 155,292 | \$ 3,675 | 2.42% |
| Expenditures | | | | | |
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| Over/Under | \$ (882) | \$ (8,798) | \$ (9,278) | | |
| Other Reserves | | | | | |
| Other Reserves | \$ 8,748 | \$ 7,866 | \$ 7,866 | | |
| CUTRA Reserves | \$ 23,754 | \$ 23,754 | \$ 23,754 | | |
| Year-End Balance | \$ 31,620 | \$ 22,822 | \$ 22,342 | \$ (480) | -2.10% |

As updated in Q1 about FY 2026

Campus Based Expenditures, 164.570 Million



Campus Based Resources, 164.570 Million



LEHMAN

TUITION REVENUE & COLLECTIONS REPORT



FY2025 TUITION REVENUE COLLECTIONS

| | FY2024 (A) | FY2025 (A) | FY2026 (P) | |
|--|-----------------|------------------------|-----------------|---|
| Gross Revenue | \$88,333 | \$91,691 | \$92,873 | → What is billed |
| Less Waivers | (\$6,811) | (\$7,697) | (\$7,798) | → Exceptions |
| Fees | \$270 | \$327 | \$351 | → Other Charges |
| Net Revenue | \$81,792 | \$84,321 | \$85,426 | → Can be collected |
| Actual Collections from Net Revenue | \$73,979 | \$77,388 | \$78,850 | → Actual collected |
| | | Collection to Increase | | |
| <i>Collection Rate</i> | 90.45% | 91.80% | 92.30% | → % of actual/net |
| Prior-Year Cash Collections | \$4,767 | \$6,955 | \$4,790 | → Collection of what wasn't collected from past years |
| Total Cash Collections | \$78,746 | \$84,343 | \$83,640 | → Total Collections for the year |
| Tuition Revenue Target | \$79,543 | \$79,260 | \$81,684 | → Set by CUNY |
| Actual vs Target Collections | (\$797) | \$5,083 | \$1,956 | → Excess or Misses from CUNY target |

Tuition Revenue potentially increases, thus FY 2027 budget might increase

Caution: This also means that our target increases, if not met, budget cut for the FY2028

NEXT STEPS

- Next meeting is 02/06/2026 for a budget report.
3:00 PM, TBD

For any further questions or inquiries:
alexander.nuneztorres@lehman.cuny.edu





BUDGET & PLANNING

COMMITTEE REPORT



LEHMAN
COLLEGE

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: February 4, 2026

The CAEAS committee met via Zoom on January 26, 2026 but there was no quorum present.

Professor Campeanu presents an informational item. Sarah Ohmer, Associate Professor and Co-Chair of the Writing-Intensive Guidelines subcommittee of the Undergraduate Curriculum Committee (UCC), worked with CAEAS members to revise the Writing-Intensive guidelines based on discussion from the last Senate meeting. The latest version of these revised guidelines are now presented to Senate as an informational item for discussion (but not a vote).

Changes from Dec 10 Senate meeting in green

Changes from 2014 Policies in yellow

Changes from Jan 26 CAEAS meeting in blue

Transfer policy [amend or save for 2027]

Purpose of This Document

This document is meant to serve several, related purposes:

- Provide background on the Writing-intensive (WI) requirement at Lehman College
- Clarify, explain, and update Lehman's policy and practice for Writing-intensive sections of courses
- Provide guidance and resources for departments and faculty interested in developing Writing-intensive sections
- Align WI sections across Lehman College
- Support faculty across the curriculum to adopt similar learning outcomes
- Create a more accessible learning environment for the retention and timely graduation of Lehman students.

The first part of this document will focus on institutional context and policy, while the second part will provide guidance and resources.

Please note:

*Any and all amendments to the WI Guidelines policies (**Part I**) must be approved by the Lehman College Senate's Undergraduate Curriculum Committee, Lehman College Senate's Committee on Undergraduate Admissions, Evaluation, and Academic Standards (CAEAS) and the Lehman College Senate.*

Once approved by the UCC, the document is passed on to CAEAS. Once approved by CAEAS, the document becomes part of the committee's report, and has a place on the Senate agenda. No action is needed by the Governance Committee Chair.

*Any and all amendments to the WI Guidelines regarding WI course design and resources (**Part II**) can be made via the Writing Council,¹ with an update to Lehman Senate as an informational item. (see: Writing-Intensive Guidelines Approval Process)*

¹ Made up of faculty members from each School, staff and students, and open to the Lehman College community.

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- B. The Writing-Intensive Guidelines Approval Process p. 4
 - Changes to WI Guidelines policies (Part I) for approval
 - Changes to Guidelines Recommendations (Part II) for approval
- C. Writing-Intensive Requirement for Graduation p. 4
- D. Writing-Intensive Courses and Writing-Intensive Class Sections p. 4
- E. Guidelines for Departments & Programs p. 5

Part II: Guidance and Resources

- A. The Role of the WI Guidelines p. 6
- B. Writing in the Discipline and Writing Across the Curriculum p. 6
- C. Writing-Intensive Courses and WI Intensive Class Sections p. 6
- D. Writing-Intensive Classes p. 8
- E. The Syllabus for Writing-Intensive Classes p. 8
- F. Guiding Principles for a Writing-Intensive Class p. 9
- G. Examples of Learning Outcomes for a Writing-Intensive Class p. 10
- H. Guiding Principles for a Writing-Intensive Class p. 10
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Part I: Institutional Context and Overview

A. The Development Process for the Writing-Intensive Guidelines

The original set of Lehman College Writing-Intensive Guidelines came out of the Undergraduate Curriculum Committee, which created a Writing-Intensive subcommittee, headed by Vinny Prohaska (Psychology and then director of General Education). The task of the subcommittee was to revise WI guidelines for use in WI courses. The subcommittee consisted of Vinny Prohaska, Tyler Schmidt (English, WAC Co-Coordinator), Jessica Yood (English, WAC Co-Coordinator), Amod Choudhary (Economics, Business), and Janette Tilley (Music). The Guidelines were finalized in May 2014, and approved by the UCC and Senate in Fall 2014.

In December 2024, the Writing-Intensive Guidelines were revised by a subcommittee of the Undergraduate Curriculum Committee (UCC), tasked by Associate Provost Karin Beck, which included members from departments throughout Lehman College. The committee was co-chaired by the Writing Across the Curriculum (WAC) program co-coordinator Sarah Soanirina Ohmer & Associate Professor in School of Education Sherry Deckman. Institute of Literacy Studies (ILS) Director Jane Kehoe-Higgins, Freshman Year Composition Director Maeve Adams, co-coordinator WAC program Sophia Hsu, and Writing and Literacy Coordinator at the Instructional Support Services Program Lisa Estreich, also participated. Lehman College Registrar Yvette Rosario and representative from the Office of Undergraduate Academic Advising Scott Calvin also participated in drafting the guidelines and aligning the information on the Lehman College website with the policy and practice as outlined in the guidelines.

The drafting process was collective and included several feedback loops with presentations in Spring 2024 to: the Undergraduate Curriculum Committee (UCC), the Faculty Promotion and Budget (FP&B) Committee, and Lehman Senate.

B. The Writing-Intensive Guidelines Approval Process

The Writing-Intensive Guidelines were originally encapsulated in a document that was approved by the Senate in 2014. The revised 2025 guidelines are proposed to serve as a “living document,” which will be *revised as needed, based on feedback from campus constituents, and ongoing research on best practices for WI courses.*

Going forward, some changes will need approval from entities such as Senate and its committees if, for example, they change the policy (Part I). Other changes and additions, such as those related to resources and evidence-based best practices (Part II), can be made without formal changes to the underlying policies.

Please note: *Any and all amendments to the WI Guidelines policies (Part I) must be **approved** by the Lehman College Senate's Undergraduate Curriculum Committee, the Lehman College Senate's CAEAS Committee, **presented at the Senate, the General Faculty meeting, and the Student Government Association meeting**, and **approved** by the Lehman College Senate.* Once approved by CAEAS, the document becomes part of the committee's report, and has a place on the Senate agenda. No action is needed by the Governance Committee Chair.

i. Changes to WI Guidelines policies (Part I) for approval:

- 1) A WI Council will convene annually to review the guidelines policies (Part I) and assess the function of WI courses at Lehman College, across departments, and propose changes to the policies as needed. Changes to the guidelines policies (Part I) will go through the same

feedback loop as the 2025 draft: Undergraduate Curriculum Committee, Faculty Promotion and Budget, Senate, Advising Council. The WI Council meeting will be open to the public and serve as a forum for feedback on WI policies and guidelines.

- 2) After implementing feedback from all, the guidelines will be turned into UCC for a vote, to CAEAS for approval, **presented at the General Faculty meeting**, then to Senate for a vote.
- 3) For UCC review:
 - a) send the Guidelines revisions to Academic Affairs Manager who will submit to the Undergraduate Curriculum Committee (UCC) as new business for UCC.
 - b) With UCC approval, WI Guidelines will be included into the UCC agenda for Senate vote, and posted on the Senate website.
 - c) The WI Guidelines will fall under the UCC Committee report, and during UCC committee report, the WI Guidelines will be presented for a vote on the Senate floor for approval of the changes.
- 4) For CAEAS review:
 - a) send the Guidelines revisions to CAEAS Committee chair who will submit to the CAEAS Committee as new business.
 - b) With CAEAS approval, WI Guidelines will be included into the committee's agenda for Senate vote, and posted on the Senate website.
 - c) The WI Guidelines will fall under the CAEAS Committee report, and during the committee report, the WI Guidelines will be presented for a vote on the Senate floor for approval of the changes.

a. Changes to Guidelines Recommendations (Part II) for approval:

Amendments to the WI Guidelines regarding information on WI course design and resources (Part II) can be made via the Writing Council, and presented as an update to Lehman Senate as an informational item.

The Writing Council meeting will take place once a year and be open to the Lehman community.

C. Writing-Intensive Requirement for Graduation

The writing-intensive requirements described in this section can only be fulfilled by writing-intensive courses taken at Lehman College (WI e-permits courses do not count as a WI course taken at Lehman College).

Students who arrive at Lehman as first-years are required to complete four course sections designated as writing-intensive (WI) by the time they graduate.

According to the Undergraduate Bulletin, transfer students who have completed less than 30 college credits must complete four courses designated as writing-intensive at Lehman College by the time they graduate.

Students who have completed at least 30 but less than 60 college credits must complete three courses designated as writing-intensive by the time they graduate.

Students who have completed 60 or more college credits must complete two courses designated as writing-intensive by the time they graduate.

For all undergraduate students, at least one of the WI sections must be at 300-level or above. The 300- or above-level course could be within the student's major. Check with a major advisor.

D. Writing-Intensive Courses and Writing-Intensive Class Sections

WI Course Level Designation and UCC Approval

At Lehman College, the Undergraduate Curriculum Committee does not oversee the designation of classes as WI *at the section level*. However, the UCC *does* oversee WI designations *at the course level*. Departments and Programs may submit proposals to the UCC for courses to be considered WI at the course level, in which case every section of the course that is offered would be a WI-designated class. For such course proposals, the UCC may refer to the WI guidelines to assess the WI components of the course.

WI Section Level Designation and Department Chair or Department P&B Approval

Outside of this process, any section of any course can be designated as WI, as decided by the department chair, department curriculum committee, P&B committee, or instructor with chair approval. These guidelines can be used as a reference to design WI class sections and by chairs, department curriculum committees, or P&B committees, to assess whether classes fulfill the WI requirements for students.

Individual sections of courses can be designated as WI, and students may take WI sections of courses in General Education, major, minor, and elective courses. For undergraduate majors, all departments are encouraged to offer at least one WI course at the 300-level or above.

Enrollment Cap

Sections of courses that are designated as WI will have a student cap of no more than 22 students.²

Syllabus Checklist Self-Assessment Form

Before scheduling the section, department chairs, department P&B committees, or department curriculum committees, will remind instructors to fill out a “syllabus checklist self-assessment” form. The forms will be collected by the Associate Provost’s office for data and assessment, and to inform professional development training.

E. Guidelines for Departments and Programs:

Departments and programs will:

- *Establish* the measurable learning outcomes to use for WI courses, as needed (see p. 9 for examples)
- *Use* the guidelines to review and assess WI courses, as needed
- *Consider* offering WI classes within their discipline as part of the minor or major requirement

² In 2014, Lehman Senate voted to cap students in WI sections to 22.

Part II: Guidance and Resources

“Through writing, we figure out what things mean.”
- Rosenwasser & Stephen, *Writing Analytically*

Low stakes writing is "for learning, figuring out, and exploring new and complicated ideas."
- Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process*

This section of the WI guidelines is to help align WI sections across Lehman College, to support faculty across the curriculum to adopt similar learning outcomes, and to create a more accessible learning environment for the retention and timely graduation of Lehman students.

A. The Role of the WI Guidelines

These Writing-Intensive (WI) guidelines are designed to help align WI sections across Lehman College, to support faculty across the curriculum to adopt similar learning outcomes, and to create a more accessible learning environment for the retention and timely graduation of Lehman students.

B. Writing in the Discipline and Writing Across the Curriculum

Writing helps students uncover what they are unsure about, and to ask questions. Writing helps students to learn what is being presented: concepts, genres of the discipline, etc. Writing paired with reading allows students to observe texts and components of a discipline more closely. Through low stakes and exploratory writing (where the assessment of writing is different than in a writing-heavy discipline) students learn about and practice key strategies and analytical moves related to a discipline or to a topic within a discipline.

C. Writing-Intensive Courses and WI Intensive Class Sections

At Lehman College, the Undergraduate Curriculum Committee does not oversee the designation of classes as WI *at the section level*. However, the UCC *does* oversee WI designations *at the course level*. Departments and Programs may submit proposals to the UCC for courses to be considered WI at the course level, in which case every section of the course that is offered would be a WI-designated-class. For such course proposals, the UCC may refer to the WI guidelines to assess the Writing-Intensive components of the course.

Outside of this process, any section of any course can be designated as writing intensive, as decided by the department chair, department curriculum committee, P&B committee, or instructor with chair approval. These guidelines can be used as a reference to design WI class sections and by chairs, department curriculum committees, or P&B committees, to assess whether classes fulfill the Writing-Intensive requirements for students.

Each instructor who teaches a WI class will be asked to fill out a self-assessment form prior to scheduling the class. The forms will be collected by the Associate Provost's office for data and assessment, and to instruct professional development training.

D. Writing-Intensive Classes

As part of a greater curriculum at Lehman College, WI classes can function as spaces wherein writing is a tool to understand and to process the *content of the course*, regardless of the discipline (STEM, Social Sciences, Health Sciences, Nursing, Business, Arts, Humanities). Instructors can determine different modes of expression according to their discipline, students' learning modalities and needs: multimodal writing, podcasts, presentations, discussion, audiovisual recordings—with accompanying scripts, lab reports, etc.³

1. A WI syllabus

- will include some, not necessarily all, learning outcomes from the WI guidelines;
- will include some, not necessarily all, not necessarily only, writing assignments from the modes of writing listed in the guidelines;
- may also include learning outcomes related to the discipline, program, major or minor (not listed in the guidelines)
- may also include learning outcomes related to discipline-specific writing (not listed in the guidelines)

2. A WI instructor

- will have access to support to develop assignments and assessments in their class(es).
- Similar to instructors who are new to teaching online, instructors who are new to teaching writing in their discipline will be incentivized to join a seminar to develop their class(es), and
- will have access to designated Lehman faculty to adjust their courses as they see fit.

E. Assessment in WI classes

At the beginning and the end of each semester, WI instructors and students may be asked to fill out a short survey about the writing components of the class. The goal of the assessment would be to support college-wide assessment and WI course design professional development programming. Assessment may include questions related to:

- Whether writing was used to process/reflect on content and concepts
- The variety and frequency of writing assignments
- Whether there were assignments that prepared students for final projects or papers
- The types and amount of low stakes (ungraded and/or anonymous) writing
- Opportunities for feedback on writing (from instructor and/or from peers) and revision
- Whether writing was used to reflect on features of writing in the discipline (conventions, genre, research methods, etc.)

³ The use of multimodal text, podcast, presentation, would be accompanied with a process that includes writing.

F. The Syllabus for Writing-Intensive Classes

To meet the learning outcomes of a WI class, a syllabus should *reflect* the following ideas:

1. **Writing is comprehensively integrated into the course.** Writing assignments in a WI class serve as a means to achieving mastery of class content. They can also serve to develop professional output, though that is not required – it may be required to meet program or department learning outcomes.

2. **Writing is a significant part of the coursework.** It is not required to assign a single major assignment. The genres and mode of production should be appropriate for the course and discipline. It is encouraged to distribute the writing over a variety of assignments.

Note: The finished writing will vary depending on the discipline.

3. **Writing is a significant part of the course grade.** Though it is not required to put the majority of the weighted grade on a single major assignment, a WI class will include writing as 30% or more of the class grade, for example, discussion board posts, “think pieces” or reflection papers, in-class writing assignments, etc. The grading can also be based on completion, and/or collective rubrics, for example, completing lecture notes, or completing a peer-reflection exercise.

4. **Writing is learned through revision.** Feedback, peer-reflection, and/or revision will be part of the regular coursework/curriculum. *Note: Feedback and revision does not need to take place via drafts; it can be resubmission of a report, or a reflection.*

5. **Writing is explained and practiced in the course.** In the WI class, the instructor and the students will engage in reflection, conversation, and writing about the function of writing in the discipline, and the structures of writing in the discipline. The syllabus or course materials can explain the forms and types of writing instruction that the class will use, such as five-minute papers, concept maps, discussion board posts, annotated design notebooks, case study or case notes, reflection for a photo essay, etc. Alongside a writing activity, there could be a workshop to engage students to interactively learn the conventions of the writing style.

G. Syllabus Checklist for a Writing-Intensive Class

Syllabus Checklist Self-Assessment Form

Before scheduling the section, department chairs, department P&B committees, or department curriculum committees, will remind instructors to fill out a “syllabus checklist self-assessment” form. The forms will be collected by the Associate Provost’s office for data and assessment, and to inform professional development training.

Every syllabus for a WI class should:

- Contain 2-3 of the guiding principles selected from the list below
- Contain 3-7 learning outcomes related to writing-to-learn (see examples below)
- Include a description of ungraded or low stakes writing that will be used in the course
- Include a description of how smaller writing assignments will prepare students to complete a larger writing assignment or exam
- Include a description of a larger graded (high stakes) writing assignment (when applicable)

H. Guiding Principles for a Writing-Intensive Class

Choose 2-3 from the list to include in your syllabus.

1. **Focus on process, content and genre:** Writing, reading, and discussion activities and assignments allow students to process the *content of the course* and identify, explore, and practice *genres of writing specific to the discipline*.
2. **Writing as a tool for learning and questioning:** Ungraded and/or anonymous writing assignments/activities invite students to ask questions, identify what they know and don't know. By expressing themselves, they make sense of, synthesize, and analyze course material (in writing, discussion, and/or presentations).
3. **Writing as a mode of evaluation (of texts, of ideas, of the world)** Writing functions as a discovery tool to explore and familiarize oneself with the genres and formats of a discipline, with a particular audience and/or workplace discourse in mind (lab reports in science, charts, music sheets, research-focused writing).
4. **Frequent and varied opportunities to write and revise:** Students should experience frequent and some varied writing assignments and activities, in different modalities, formats, and genres, with different types of assessment for the writing, and opportunities for self-assessment or peer-review when applicable. This helps to become aware of the choices one can make as a writer depending on the needs of a situation.
5. **Writing as multimodal:** Alphabetic, text-based writing is one possible mode of expression/communication that can be used in WI courses. Opportunities for students to engage and/or compose in multimodal writing fosters student confidence and versatility (e.g.: podcast, poster presentation, infographic, brochure, video, soundscape, online materials, etc.)
6. **Opportunities for multilingual expression:** WI classes can make room for students to write in their first language, particularly when writing is being used as a tool for learning and reflection.
7. **Scaffolding:** WI classes can help students build writing skills and work towards completing larger assignments by breaking them into smaller, discrete components. Smaller assignments support the acquisition of disciplinary knowledge.

I. Examples of Learning Outcomes for a Writing-Intensive Class

WI instructors may draft their own (department/program-specific WI learning outcomes are also welcome), or select 3-7 from the list below. This will depend on whether a WI class also includes discipline-specific / program-specific learning outcomes and assessment practices related to programs (Middle States, etc). For further guidance on learning outcomes, see [this list of measurable learning outcomes](#).

Here are examples of measurable learning outcomes, organized into categories.

By the end of the WI course, students will be able to...

Writing style / voice

- Compare and contrast their own writing voice/style with others
- Practice and integrate different strategies of analytical expression, including in traditional essay forms and/or other media forms (digital or analog)
- Use writing to critically reflect on and evaluate their own learning processes and course performance
- Reflect on the differences between writing and learning in a WI-course vs. non-WI courses

Writing Process and Discipline-Specific Conventions

- Identify which characteristics of a text are an argument, evidence, and/or a thesis statement
- Reflect on various steps of the writing process and their outcomes, such as free-/prewriting, drafting, research, revision
- Identify which steps of a writing process work or do not work for them
- Demonstrate the steps involved in developing high-stakes writing-based projects
- Select a genre and/or mode of writing for their final project
- Identify the components of a disciplinary genre of writing (lab report; surrealist poetry; cultural anthropology reflection, concert review, etc)
- Identify discipline-specific writing conventions
- Apply discipline-specific writing conventions in their written assignments
- Describe quantitative research study findings
- Formulate a _____ [type of writing] for _____ [audience]. (Example: formulate a treatment plan for a patient)
- Produce a _____ [piece of writing] which integrates knowledge on _____ [concepts from the course]. For example: Produce an individual treatment plan for the management of IDA which integrates knowledge on nutrition and individual and cultural food preferences.

Reading Comprehension

- Identify components of a disciplinary genre of writing (lab report; surrealist poetry; cultural anthropology reflection, concert review, etc)
- Practice asking questions about the reading
- Use freewriting, note-taking, annotating, and/or journaling to make sense of course readings and concepts (low-stakes ungraded or anonymous writing)
- Use freewriting, note-taking, annotating, and journaling, to synthesize course readings and concepts (low-stakes ungraded or anonymous writing)
- Use freewriting, note-taking, annotating, and journaling, to analyze course readings and concepts (low-stakes ungraded or anonymous writing)
- Differentiate between _____ (concept 1) and _____ (concept 2) by analyzing _____ (disciplinary text) For example: Differentiate between IDA and Sickle cell anemia by analyzing the CBC results.

Peer-Review

- Identify genre components or course concepts in peers' writing (peer-reflection or peer-review)
- Differentiate among published observational research studies in students' literature reviews.

Research & Resources

- Evaluate sources from a variety of genres and perspectives
- Use credible sources to define terms
- Refer to multiple pieces of evidence to illustrate an argument / support an idea.
- Evaluate multiple pieces of evidence to identify which best illustrate an argument / support an idea
- Design research questions that help develop to a topic in the discipline
- Explain how the components of a detailed outline relate to each other

AI and Writing

- Describe how AI is used in writing in the discipline
- Review the uses of AI in writing in the discipline
- Review the ethical uses of AI in writing in the discipline
- **for syllabus policies and resources on Generative AI** <https://www.lehman.edu/ctl/For-Faculty/generative-ai/>

J. Examples of writing assignments [to be added online]

K. Writing Intensive Guidelines Committee members:

| | |
|----------------------------|---|
| Sarah Ohmer | Latin American & Latino Studies & Africana Studies |
| Sherry Deckman | Middle School & High School Education |
| Karin Beck | Interim Associate Provost |
| Jane Kehoe-Higgins | Director of Institute of Literacy |
| Maeve Adams | Director of First Year Writing Program |
| Sophia Hsu | WAC Coordinator, English |
| Scott Calvin | Pre-Health Program Director |
| Yvette Rosario | Senior Registrar |
| Tyler Schmidt | Previous WAC Coordinator, English |
| Lisa Estreich | Writing & Literacy Coordinator, ISSP |
| Amy White | Health Equity, Administration, and Technology |
| Sebastian Rojas Villa | Biology |
| Smee Wang | Music Multimedia Theatre and Dance |
| Maria Plochocki | English, Freshman Year Initiative |
| Nari Kim | Management and Business Innovation |
| Sandhya Nadadur | Nursing |
| Justine Blau | English |
| Di Wu | Finance, Information Systems, and Economics |
| Orlando Rivera | Exercise Science |
| Amanda Moody Maestranzi | Middle and High School Education |
| Immaculee Harushimana | English Education and TESOL, MSHS |
| Carolyn Carr | History |
| Maria “Mariposa” Fernandez | English & Creative Writing |
| Elizabeth Simon | Nursing |
| Tashika Mcbride | Human Rights and Transformative Justice Certificate, MSHS |
| Ruby Phillips | Psychology |
| Loredana Militello | MA Liberal Studies, Student Representative |

Members of the UCC committee

Members of the CAEAS committee

Members of the Advising Council

FP&B Committee

Lehman Senators

Student Government Association (SGA)



Library Technology and Telecommunications Committee Meeting Report

Meeting Date: January 28th, 2026

Next Meeting: February 25th, 2026

Location: ZOOM

Library

- Library Third Floor is closing temporarily in order to complete our Window Replacement project. If you need books from Third Floor Stacks – please reserve them on *OneSearch* library catalog or request them by title at Circulation-Reserve Desk on First Floor. Treehouse Conference Room reservations will be suspended during this period.
- *Get to Know Your Library* with a 30-minute tour to learn everything your Library has to offer. Tours are scheduled: Thursday, February 5th – 2:00 PM; Monday, February 9th -- 10:00 AM; Wednesday, February 11th -- 11:00 AM. Register on Library Homepage. Tours meet in Library Gallery next to Circulation-Reserve Desk. Rebecca Arzola will be your trusty Tour Guide. Please bring physical or virtual CUNY ID to enter Library.

Information Technology

- **Live Support (LehmanQ):**
For LIVE assistance, the Lehman community is encouraged to use **LehmanQ**, which serves as the single point of contact for in-person, phone, or Zoom support. LehmanQ can be accessed at www.lehman.edu/q or from the Home page as well as the Help Desk site. Community members complete a brief form and are then connected directly with available support staff. For context, this past Monday and Tuesday, LehmanQ assisted approximately 300 and 320 community members, respectively.
- **Service Requests and Issue Tracking (ServiceNow):**
For issues that require documentation, tracking, or follow-up, such as classroom technology, hardware, software, or other service requests, the community should use **ServiceNow**. After submitting a short request form with basic information, the request is automatically routed to the appropriate technical staff for resolution. ServiceNow enables IT to manage requests more efficiently and transparently. The platform continues to evolve and will be updated and improved over time. ServiceNow, which requires CUNY

login credentials, is available from the Lehman "Login" page. To submit requests, select "Catalog" from the right upper corner. For more information, please check the email sent by VP and CIO Edi Ruiz on Monday, January 26th

- **Student Email Migration to Office 365:**

Student email accounts will be migrated into the faculty and staff Office 365 environment, with a target timeline of Spring Break (early April). This migration is a complex initiative with multiple interdependent components and is being led by CUNY CIS. The benefits include standardized policies and security controls, simplified administration and support, and reduced system fragmentation, all of which improve reliability and consistency for end users. An awareness and communication campaign will begin in the coming weeks to prepare the campus community for this change.

- **Cybersecurity Training and Security Enhancements:**

Cybersecurity training is mandatory for all students, faculty, and staff, as required by the CUNY Board of Trustees. The training is strongly encouraged, as it provides practical and relevant guidance on protecting institutional and personal data. In addition, URL isolation has been enabled for student accounts, resulting in a significant reduction in account compromises. As with any security system, occasional false positives may occur, but the IT team responds promptly to minimize disruption.

- **Lehman Virtual Private Network (VPN) Upgrade:**

Lehman College is piloting a new VPN sign-in experience that simplifies access by allowing users to authenticate using their CUNY credentials rather than separate Lehman credentials. Lehman is the first CUNY college to pilot this initiative, and the campus looks forward to the upcoming go-live.

- **Digital Signage Project:**

The Digital Signage initiative is moving along. Approximately 90 percent of the electrical work has been completed, and all required hardware is currently on site. This project will significantly improve the dissemination of campus information and announcements. Through this project, we will be installing 58 internal displays and 2 outdoor displays, along with media players for content syndication.

LinkedIn Learning

- Hot off the press! CUNY has entered into an agreement with LinkedIn Learning to provide access for all students, faculty, and staff. Lehman College is the first institution collaborating with CUNY CIS to implement single sign-on integration using CUNY Login by the end of this month.

LMS/Brightspace

- Faculty are welcome to meet with a member of the Brightspace Transition Team for one-to-one assistance. Our Team is offering additional weekday and weekend hours too

through this weekend. The Brightspace Office Hours Registration link is found on the Lehman Brightspace Transition Website. Kindly complete the FEEDBACK form following your office hour.

- A survey was sent to Department Chairs and Deans requesting feedback on the structure of Brightspace Gradebook Training. We are awaiting responses.
- A survey was sent to faculty and staff requesting feedback on the Brightspace Course Navigation Bar. We received a small number of responses and are assessing the next steps
- As we mentioned earlier, Service Now is the official system of record to submit requests for service – including Brightspace. Please use Service Now to submit your requests for course merges, copy, adding observers. Using Service Now will allow us to provide secure, reliable and equitable IT support to the community, especially during high volume periods Faculty.Help@lehman.cuny.edu will remain available for faculty to submit questions.

Center for Teaching and Learning

- Save the date: [***The Excellence in Education and Community Conference***](#) returns, in person on Friday, April 17, 2026. It will also feature virtual sessions through the week of April 13, 2026.
- The cohort for the **Collaborative Online International Learning (COIL)** is assembled! Instructors across the schools and departments at Lehman College will meet in spring 2026 to learn more about possibilities for taking course abroad. For questions about the program or application, please contact Asako Tochika at asako.tochika@lehman.cuny.edu.
- The cohort for [***The Engaged Pedagogy Program***](#) is assembled! Students and instructors will partner over the next 13 weeks to develop student-centered teaching and learning materials to implement in AY 26 - 27. Bookmark the webpage to learn more about progress.
- Faculty who are interested in **open educational resources** and learning more about how to design them with **Wikipedia** are encouraged to [complete a brief interest form](#) as soon as possible to participate in a forthcoming spring 2026 workshop.

SPR 2026 Report

Attendees: Ms. Takiyah Ali (Chair), Ms. Gabriella Kohler, Ms. Martiza Rivera, Prof. Cindy Bautista-Thomas, Prof. Alyssa Lyons, Prof. Darcel Reyes **Guests:** Ms. Rachel Burkett

Activity:

- **January 07, 2026 – Regular Meeting**, presented with materials
- **January 14, 2026 – Special Meeting**, reviewed materials in greater detail and provided initial feedback.

Discussion:

- **Data Presentation**

Ms. Rachel Burkett (Office of the President) presented data on campus professional development workshops, including the CUNY PD Reporting Form, Campus PD & DEI Tracking Plan, key metrics, and data visualization tools. Discussion focused on questions and next steps.

- **Committee Review**

The subcommittee reviewed initial reactions and clarifications, examined campus source data and systems of record, considered measurable metrics and equity of access, and explored using Power BI for interactive data visualization to identify trends and support informed decision-making.

- **Next Steps**

The subcommittee will invite President Delgado to a future meeting for continued dialogue, continue reviewing and refining materials, and conduct cross-campus conversational surveys to guide evaluation of initiatives and recommendations for the diverse campus community.

SPRING 2026 Meeting Schedule:

Wednesdays: 1/07, 2/11, 3/18, 4/15.

Zoom Meeting Info: <https://lehman-cuny->

[edu.zoom.us/j/82829354966?pwd=qE8OpVgXuySRqEZWcla8MLGfSieyrv.1](https://lehman-cuny-edu.zoom.us/j/82829354966?pwd=qE8OpVgXuySRqEZWcla8MLGfSieyrv.1)

Respectfully submitted,
Takiyah Ali | Committee Chair

**CU
NY**

Beyond
COLLEGE TO CAREER

Teresita Levy, Ph.D.
Associate Provost for Experiential Learning and
Executive Director for Industry Partnerships



LEHMAN
COLLEGE

CUNY Beyond is built on five priorities, which together will enable students to launch fulfilling careers.



Career Exposure & Exploration

Early on, current and prospective students **explore and identify careers** aligned with their interests and make **informed decisions** on career aspirations



Integrated Academic & Career Advising

Students receive meaningful **integrated academic and career advising** that helps them understand **career goals and pathways to get there**



Career-Connected Learning

Students have access to relevant **career-connected learning** that allows them to **acquire skills** necessary for career success



Paid Work-Based Learning

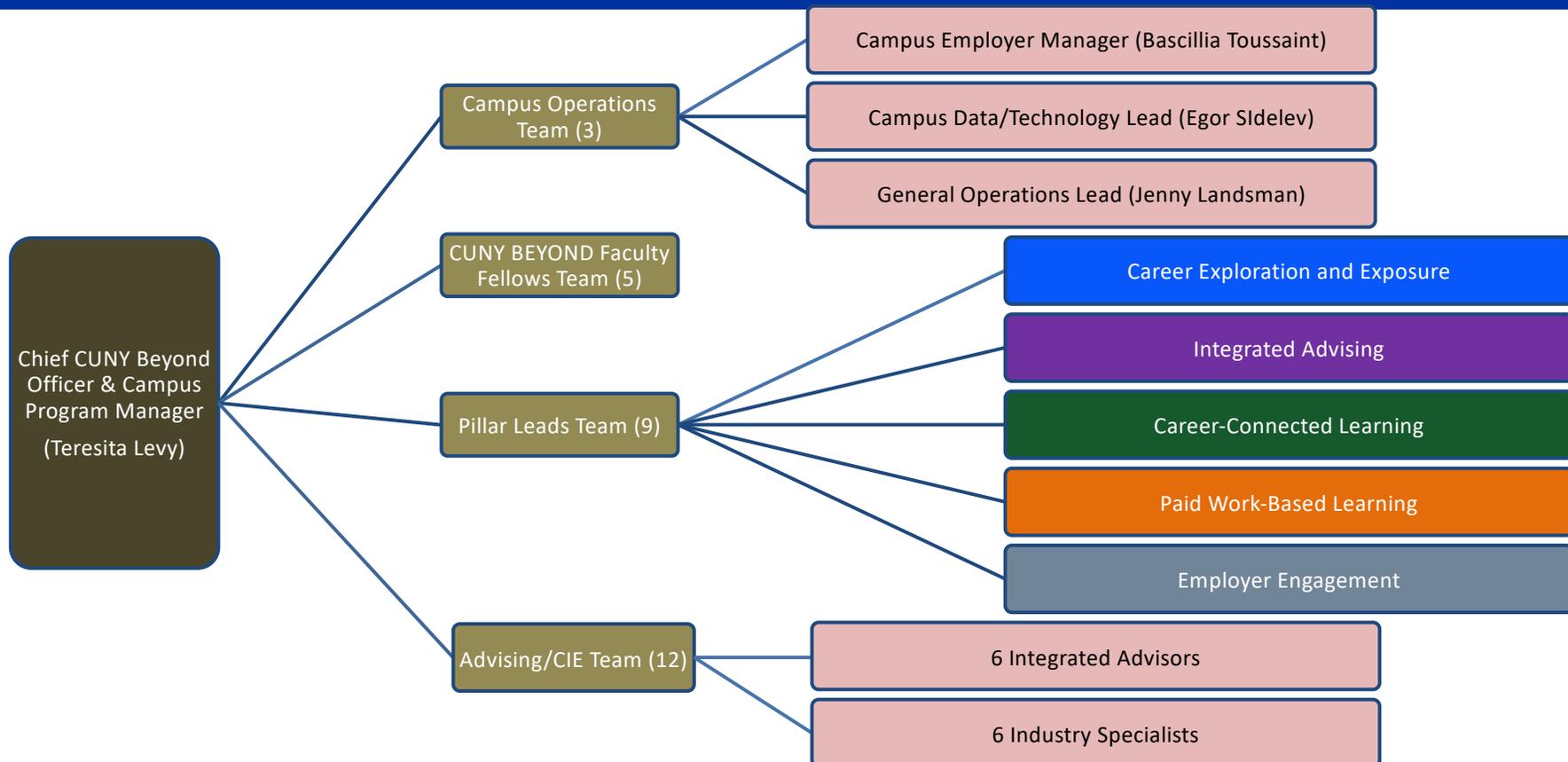
Students gain early career experience and demonstrate proficiency through **paid internships and apprenticeships** that are **fully integrated** into degree paths



Employer Engagement

Students **connect to a strong first job** through robust **sector-specific employer engagement** on campus and CUNY-wide

Our CUNY Beyond Team (30 strong!)



Pillar Teams



Career Exposure & Exploration

LEADS:

Diane Machado and
Dorothy Dobson

Team Members:

Bascillia Toussaint
Lisa Shechter
Kimberly Kendall
Suzette Ramsundar



Integrated Academic & Career Advising

LEADS:

Richard Finger and
Elgloria Harrison

Team Members:

Bascillia Toussaint
Yvette Rosario
Lisa Shechter
CIE Advising Teams
College NOW Rep



Career-Connected Learning

LEAD:

Karin Beck

Team Members:

Alison Abreu, CTL
FACULTY FELLOWS
Matthew Castillo-Frye, A&H
Andrew Gold, SB
Sheila Hankin, HS2N
Ayanna Alexander-Street
NSS (Bio)
Marjorine Henriquez-Castillo
NSS (Psych)



Paid Work-Based Learning

LEADS:

Luisiana Baez-Canela and
Andrea Huda

Team Members:

Bascillia Toussaint
CIE Industry Teams
IT Rep
Deans
Tara Regist Tomlinson



Employer Engagement

LEADS:

Navisha Maharaj and
Kimberly Kendall

Team Members:

Samira Bahrami
CIE Chairs
Luisiana Baez-Canela,
Kelly Brown

Critical Enablers:

Information Technology Division, Institutional Advancement, Communications and Marketing,
Alumni Board, Foundation Board

Opportunities for Engagement by Pillar



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Career Exposure & Exploration



Career Exposure & Exploration

Early on, current and prospective students **explore and identify careers** aligned with their interests and make **informed decisions** on career aspirations

Opportunities for Engagement

Serve as a source of career information.

- ❑ **Faculty and Staff:**
 - ❑ “What do I do with THAT?”
 - ❑ **Speak at events on campus for degree students, both undergraduate and graduate.**
 - ❑ **Be willing to have conversations about your own career path.**
- ❑ **Students:**
 - ❑ **Connect with the Career Exploration and Development Center**
 - ❑ **Be willing to try things out of your comfort zone**
 - ❑ **Find your passion!**



Integrated Academic & Career Advising



Integrated Academic & Career Advising

Students receive meaningful **integrated advising** that helps them understand **career goals** and **pathways to get there**

Opportunities for Engagement

Be a cheerleader for the work our AMAZING staff is doing!

- **Everyone:**
 - Sign up for a workshop (TBA) to learn about how advising works at Lehman
 - Sign up for a workshop (TBA) to learn about our Career Exploration and Development Center
 - If you don't understand something, ASK!
- **Students:**
 - Learn the path towards graduation
 - Sign up for Journeys (coming SOON!) in Navigate
 - Look at Navigate and DegreeWorks regularly
 - If you don't understand something, ASK!



Career-Connected Learning



Career-Connected Learning

Students have access to relevant **career-connected learning** that allows them to **acquire skills** necessary for career success

Opportunities for Engagement

Refer us to potential PiRCs!

- **Everyone:**
 - **The Practitioners In Residence Corps is a CUNY wide program that brings in industry practitioners to teach in our classrooms.**
 - **Know someone that would be a good PiRC? Let them (us) know! They can easily sign up on the CUNY.edu website.**
- **Faculty:**
 - **Think of which courses in your departments would be good hosts for PiRCs.**
 - **Submit course proposals when the call goes out.**
- **Students:**
 - **Look for those course and take them.**
 - **Connect with the PiRCs.**



Paid Work-Based Learning



Paid Work-Based Learning

Students gain early career experience and demonstrate proficiency through **paid internships and apprenticeships** that are **fully integrated** into degree paths.

Opportunities for Engagement

Serve as our most vocal advocate and greatest ambassadors.

- **Faculty and Staff:**
 - Can you host our students as paid interns?
 - Advocate for the talent, ability, and perseverance of our students so that others consider them as potential interns.
 - **REALITY:** most internships are still unpaid... can we change this?
- **Everyone:**
 - Connect us to industry contacts so they can learn about Lehman and become partners.
- **Students:**
 - Look for opportunities.
 - Sign up for lists, Handshake, wherever internships and jobs are being advertised.
 - Take risks (again!)



Employer Engagement



Employer Engagement

Students connect to a strong first job through robust sector-specific employer engagement on campus and CUNY-wide

Opportunities for Engagement

Be the ultimate, superstar connector!

- **Everyone:**
 - Connect us with people you know at work, at home, and at play.
 - Advocate for Lehman with potential employers and encourage them to become our partners AND hire our students.
 - Can we call you to come along to high-level meetings?
 - Speak (all the time!) about our students (or yourself!).
- **Faculty:**
 - Connect us with YOUR alumni.



Questions or comments?

Please reach out anytime!
(917) 690-7366
teresita.levy@lehman.cuny.edu



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