Minutes of
The Lehman College Senate Meeting
Wednesday, December 1, 2021
Senate Meeting

Senators Present: Bergmann, R.; Dominiquez, V.; Fera, J.; Fulakeza, S.; Kalb, A.; Murphy, B.; Nwosu, P.; Soto, J.; Zhao, L.; Akinkuolie-Ibidapo, O.; Amend, A.; Austin, L.; Babalola, V.; Banks, R.; Barroso, G.; Bettiol, R.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Cooper, W.; Delgado, F.; Donkor, B.; Echevarria, T.; Ewing-Morgan, D.; Finger, R.; Firpo, A.; Ford, G.; Goring, S.; Guerrero-Berroa, E.; Harrison, E.; Hattori, T.; Higgs, K.; Holtzman, B.; Hood, J.; Hurley, D.; Hyman, D.; Kim, H.; Kolya, S.; Kouadio, P.; Loscocco, P.; Machado, E.; Mahon, J.; Markens, S.; Martinez, L.; Mazza, C.; McKenna, C.; Mills, P.; Moalem, L.; Neumayer, C.; Nevers, N.; Nzeocha, D.; O'Boy, D.; O'Neil, C.; Ongley, J.; Opoku, O.; Parmar, R.; Pitts, W.; Prince, P.; Prohaska, V.; Ramirez, M.; Rashid, H.; Rice, A.; Ridley, T.; Rosario, Y.; Rotolo, R.; Saforo, E.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Vann, M.; Vasquez Santana, S.; Vitiello, S.; Waring, E.; Wills-Jackson, C.; Wright, J.; Yavuz, D.; Zerphey, N.

Senators Absent: Aisemberg, G.; Baraldi, C.; Bayne, G.; Castillo, J.; Di Raimo, S.; Fakhouri, S.; Farrell, R.; Gerry, C.; Jones, S.; Joshua, R.; Kim, C.; Kolade, D.; MacKillop, J.; Nasher, S.; Ohmer, S.; Perez, R.; Price, J.; Sarmiento, R.; Staton, G.; Stein Smith, S.; Tetteh, B.

The meeting was called to order at 3:33 p.m. by the Senate Chair, Professor Joseph Fera, who presided over the Senate in the absence of the President.

1. Approval of the Minutes

The minutes of the November 3, 2021 Senate meeting was approved by unanimous vote.

2. Announcements and Communications

a. Report of the President—

There was no report.

b. Student Legislative Assembly—

Ms. Blessing Babalola thanked all who attended the Thanksgiving Giveaway event, sponsored by the Lehman College Food Bank in partnership with Montefiore Hospital; she also thanked participants for helping to provide students with food for the holidays. Ms. Babalola referred to the committee meetings of the College Senate Standing Committees and informed of the positive turnout among student senators; she thanked faculty for diligently working with students and for helping to accommodate their schedules.

Ms. Babalola reported on updates and announcements concerning the activities of the Student Government Association (SGA). She announced that SGA would promote the vaccination of Lehman College students, with a deadline of Spring 2022, to help prepare students who are scheduled for hybrid and in-person classes next semester. She also informed that SGA would be planning stress-relief events for students during finals week, which was scheduled to take place in the Student Life Building. Ms. Babalola urged students to stop by in-between exams and to keep a lookout for flyers. Lastly, Ms. Babalola reminded all of the Higher Education Emergency Relief Fund (HEERF), which could help students pay outstanding balances to the Business Office. She informed that all students would benefit from the emergency fund and assured that this would remain true regardless of their immigration status.

3. <u>REPORTS OF STANDING COMMITTEES–</u>

1. Graduate Studies

Professor Janet DeSimone presented proposals for curriculum changes in the following departments: Biological Sciences; Computer Sciences; Counseling, Leadership, Literacy, and Special Education; Early Childhood and Childhood Education; Health Sciences; Middle and High School Education; and Music, Multimedia, Theater and Dance. Professor Fera moved to a vote. All proposals were approved by unanimous vote.

Prof. DeSimone noted the following GRE course removals: Counseling, Leadership, Literacy, and Special Education; Early Childhood and Childhood Education; Health Sciences, Middle and High School Education; and Music, Multimedia, Theater and Dance.

See Attachment I

The next meeting was scheduled for Wednesday, February 2, 2022 at 11:00 a.m. via Zoom.

2. Governance Committee

Professor Joseph Fera informed that there were two student vacancies on the Library, Technology, and Telecommunications Committee. He also presented the following

candidates nominated by the Governance Committee: Oluwatimilehin Ibidapo and Jamie Price. Prof. Fera then opened the floor to additional nominations. There were none. Prof. Fera moved to a vote. Students Oluwatimilehin Ibidapo and Jamie Price were both elected to serve on the Library, Technology, and Telecommunications Committee by unanimous vote.

See Attachment II

The next meeting was scheduled for Wednesday, December 15, 2021 at 10:30 a.m. via Zoom.

3. Committee on Admissions, Evaluations and Academic Standards

Professor Sandra Campeanu presented, for approval, the Fall 2021 list of graduate and undergraduate degree candidates for graduation. There were no questions or comments. Professor Fera moved to a vote. The list was approved by unanimous vote.

Prof. Campeanu reiterated the CUNY policy on incomplete (INC) grades and discussed the issue of the INC deadline. Subsequently, she presented the resolution to change the Lehman INC deadline from 10 weeks to 15 weeks. However, Prof. Campeanu made a motion to amend the resolution, which was to change the suggested 15 weeks to 14 weeks. The amendment was seconded and discussion ensued as follows:

Ms. Bridget Barbera, the Executive Counsel to the President, shared her concerns about the application of the proposal and her worries regarding expectations that the College may be unable to meet. In response, Prof. Campeanu explained that the alteration would allow professors one full week to submit their grades, while assuring that students have enough time to submit their work. There were also many requests for clarification regarding the resolution's broad usage of the words "end of the term" as a deadline to submit the eGrade correction. The Senior Registrar, Ms. Yvette Rosario, pointed out that the 14th week was the end of classes, and that the 15th week was the last day of final exams. Professor Duane Tananbaum noted that there was a 48-hour deadline—after the 15th week, for professors to submit their grades. Prof. Campeanu clarified that the resolution's use of the words "end of the term" referred to the period after the conclusion of final exams—when grades are due. Professor Joseph Fera inquired about late submissions—grades submitted after the 48-

hour period. Prof. Campeanu explained that grades submitted after the timeline would lapse into a FIN grade, but only after the 15th week or after grades are due.

As there were no further questions or comments, Professor Fera moved to a vote on the amendment. The amendment to the resolution was approved by majority vote with 1 abstention. Professor Fera then moved to vote on the amended resolution. There were no questions or comments. The resolution was approved, as amended, by unanimous vote.

Prof. Campeanu presented one informational item: clarifications to the CUNY Uniform Grading Policy.

See Attachment III

The next meeting was scheduled for Wednesday, January 19, 2022 at 3:00 p.m. via Zoom

4. Undergraduate Curriculum

Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments: Economics and Business, Health Sciences, Journalism and Media Studies, Middle and High School Education, and Sociology. There were no questions or comments. Professor Fera moved to a vote. All proposals were approved by unanimous vote.

Prof. Rosenberg mentioned the LEH 102 course proposal and requested approval from the Senate body. There were no questions or comments. Professor Fera moved to a vote. The proposal was approved by unanimous vote. Additional discussion on the LEH 102 course proposal ensued upon the following discovery:

Professor Duane Tananbaum noted that the items for LEH 102 were not submitted as part of the committee's report and that the items were never presented to the Senate body for review. As the proposal was approved without examination, Prof. Tananbaum shared his concerns. He stressed that as the decision-making body of the College Senate, senators play an important role at the College and are responsible for protecting the interests of the College community; he encouraged all to be more mindful and to review the Senate documents before attending the meetings. Subsequently, many asked to review the proposal; Prof. Rosenberg shared the proposal with the Senate body.

Prof. Rosenberg informed of proposals from the Undergraduate Curriculum Committee (UCC) and noted that there were some inaccuracies with the UCC proposals. She invited Professor Vincent Prohaska to speak on the committee's amendments to the proposals, which were presented as follows:

Prof. Prohaska outlined the five, prerequisite LEH proposals: LEH 351, LEH 352, LEH 353, LEH 354, and LEH 355. He informed that for all five, the prerequisites would be changed from the current 60 credits to 45 credits. There were no questions or comments. Professor Fera moved to vote on the amendments for LEH 351 through LEH 355. All five proposals were approved by unanimous vote.

Prof. Prohaska outlined the proposal for a new course, LEH 250. He directed all to the Pre/Co Requisite section of the proposal, in which the word "less" would be changed to "fewer." He also referred to the Rationale section of the proposal, in which "LEH 100/102" would be changed to "LEH 100," as the section was not designed to replace LEH 102. The Senate Parliamentarian, Professor Duane Tananbaum, stepped in to explain that as the requests were grammatical in nature, they would not be considered a formal amendment. There were no additional questions or comments. Professor Fera moved to vote on the inclusion of the grammatical edits to the proposal. The edits were approved by majority vote with 1 abstention.

Prof. Prohaska presented one additional change for LEH 250—an amendment to the College Option Proposal.

> The original College Option Proposal is as follows: "Completion of 60 Credits or an Associate's Degree and an official declaration of the major. Students who have completed 45-59.5 credits may apply for department permission."
>
> The amendment to the original College Option Proposal is as follows: "Completion of 45 credits or an Associate's Degree and an official declaration of major."

Professor Fera moved to vote on the amendment. The amendment to the resolution was approved by majority vote with 1 "no" vote and 1 abstention. Subsequently, Professor Fera moved to vote on the amended resolution. There were no questions or comments. The resolution was approved, as amended, with 1 "no" vote and 1 abstention.

See Attachment IV

The next meeting was scheduled for Wednesday, February 2, 2022 at 1:00 p.m. via Zoom.

5. Academic Freedom:

Professor David Manier referred to the resolution on modalities and academic freedom, which was unanimously approved at the last meeting of the College Senate. He highlighted a conflict of the resolution with the CUNY 70-30 course modalities policy. As he explained, it would be difficult for the College—in its implementation of the University's policy—to honor the resolution. Subsequently, Prof. Manier motioned to pass a resolution with language that reflects the disconnect. Professor Joseph Fera pointed out that the resolution was not submitted to the Senate body for review. Professor Duane Tananbaum stepped in as the College Senate Parliamentarian to add that, per the Lehman College Senate governance documents, the resolution must be presented to the College Senate at least a week in advance. As such, Prof. Tananbaum explained, the resolution would not be in order, but he assured that the Senate body could proceed with a discussion on the matter.

As the resolution was not provided in a timely manner for review by the Senate body, members of the College Senate did not proceed to vote on the resolution. However, additional discussion ensued as follows:

Professor Manier briefed on the 70-30 course modalities, which maintained that CUNY colleges implement 70 percent in-person teaching and 30 percent online or hybrid teaching. Prof. Manier went on to share his concerns about the policy as well as its effect on the principles of shared governance and academic freedom. There were also a range of opinions that followed. Some echoed the concerns of Prof. Manier and voiced their own concerns on the effects of the policy on faculty and students. Others sympathized with the difficult situation suffered by the Lehman College administration—who not only respect shared governance, but must also operate under the authority and policies of the University.

The Provost and SVP of Academic Affairs, Dr. Peter Nwosu, spoke on the difficulties faced by the College in meeting the 70-30 modalities. He shared that with a sample of 59 percent, Lehman College had not met its target; that compared to the other CUNY colleges

and institutions—where the percentages were much higher—Lehman fell behind. Dr. Nwosu also touched on the economic implications of the struggle, but assured that Lehman would remain committed to shared governance in its search for the best recovery option.

The President, Dr. Victor Delgado, joined the Senate subsequent to his meeting with the CUNY Council of Presidents. He was then invited by Prof. Manier to continue the discussion on modalities and academic freedom. Subsequently, Dr. Delgado offered his insight. He explained that Lehman was in a transitory state, as the College was working to recover from the setbacks of the COVID-19 pandemic. He also informed that as Lehman was navigating a return to normal, the target goal of 70-30 would not be easy and that meeting the expectation had been difficult. He shared his efforts to request flexibility with the University—an effort that was considered by the Executive Vice Chancellor, Dr. Daniel Lemons, but with the idea that the numbers should be within reason. Dr. Delgado explained that he did not receive a clear definition of what "within reason" should be. However, he assured that the plan for Lehman College was to create as much stability as possible—without jeopardizing the College's future capacity to support and invest in the institution, its students, and its academic core.

Due to the time and as there were no action items to follow, there was a motion to table all proceeding agenda items and to adjourn the meeting. The motion was seconded. Professor Fera moved to a vote. The motion passed by majority vote with 2 abstentions.

6. **Library, Technology, and Telecommunication**

   See Attachment V. The committee report was tabled.

7. **Campus Life and Facilities**

   There was no report.

The next meeting was scheduled for Wednesday, December 8, 2021 at 2:00 p.m. via Zoom.

8. **Budget and Long-Range Planning**

   There was no report.

The next meeting was scheduled for Wednesday, November 17, 2021 at 1:00 p.m. via Zoom.

9. University Faculty Senate Report

There was no report.

The next Plenary Session was scheduled for Tuesday, December 7, 2021 at 6:30 p.m.

4. Report of Ad Hoc Committee

a. Report of the Academic Assessment Council—

See Attachment VI. The committee report was tabled.

The next meeting was scheduled for Thursday, December 9, 2021 at 2:00 p.m. via Zoom.

Old Business----None.

New Business----None.

ADJOURNMENT

Professor Joseph Fera adjourned the meeting at 6:03 p.m.

Respectfully submitted:

Cynthia Cessant

LEHMAN COLLEGE

GOVERNANCE COMMITTEE
Senate Report
December 1st, 2021

1. Student Vacancies
    a. Currently 2 Student Vacancies on Library, Technology, & Telecommunications
    b. Students Nominated & Governance Approved:
        i. Oluwatimilehin Ibidapo
        ii. Jamie Price
    c. Any Additional Nominations?
    d. If Not, Move To A Vote

2. Next Governance Meeting is Dec. 15th @10:30am via Zoom

CUNY

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: December 1, 2021

The CAEAS committee met on November 18, 2021 at 3pm-4:15pm. A quorum was present.

The committee reviewed graduation lists for undergraduate and graduate students. The committee voted unanimously to approve the graduation lists, pending satisfactory completion of all graduation requirements. The committee now brings the graduation lists to the Senate floor for a vote.

The committee heard 7 proposals sent from the UCC that involved changes in LEH courses and curriculum requirements. Five of these proposals involved the same change – that the pre-requisite number of credits needed to take an LEH35x course be changed. The CAEAS committee approved these changes unanimously. The remaining two proposals involved developing a new LEH250 course (to replace the current LEH100 course) and changing requirements so that Lehman students (who did not transfer to Lehman) would now have to take LEH250 and one LEH35x course (instead of two LEH35x courses). These two proposals were approved (6 yes, 1 abstain), contingent on the requirement that the LEH250 course description include a specification that a large proportion of the course be focused on academic content (sufficient to warrant 3 credits). The exact proportions of course material that will be orientation-based vs. academic content will be decided and specified as soon as possible. The committee now brings these resolutions to the Senate floor for a vote.

The committee considered a proposed resolution to change the Lehman policy that requires missing work following an INC grade assignment to be submitted within 10 weeks into the following semester (exclusive of Summer Session/Term). The proposed change is to extend the 10-week deadline to the end of the following semester (i.e., 15 weeks). This still adheres to CUNY policy, which requires that an "INC grade lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term". The committee voted unanimously to approve this change, although a quorum was no longer present at this point in the meeting. The committee now brings the resolution to the Senate floor for a vote.

Lastly, the committee presents a clarification document as an informational item. This document serves to clarify some questions that arose at November's Senate meeting, regarding CUNY and Lehman grading policies.

Lehman College Senate

RESOLUTION TO CHANGE THE LEHMAN DEADLINE TO SUBMIT INCOMPLETE WORK FOLLOWING AN "INC" GRADE

WHEREAS, CUNY grading policy indicates that "the grade of "INC" lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term"; and

WHEREAS Lehman College had previously added the requirement that "the student must complete the missing work within the **first ten weeks of the following term** and the instructor has to the end of the term to submit the eGrade Correction"; and

WHEREAS it was suggested during a College Senate meeting that the ten-week deadline be extended to the end of the following semester (exclusive of Summer session/term), in order to give students more time to complete the missing work; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the proposed revision and voted to approve it, though without a quorum present;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate extends the ten-week deadline to submit missing work following assignment of an "INC" grade, to the end of the 14th week of the following semester.

Clarification on the CUNY Uniform Grading Policy memo (May 2021), following Senate discussion on 11/3/2021

1) There was some concern about current policies where the CUNY guidelines don't match Lehman practices. To clarify, whenever the CUNY guidelines indicate that individual Colleges may add additional restrictions, Lehman has had the option to do so.
    a. In particular, the CUNY rule says that an INC lapses into an FIN at the end of the semester following the semester in which the INC was given. Lehman College, specifically, has the added restriction that missing work that need be submitted to complete the course must be received within 10 weeks into the following semester. This was added at the College level to ensure that Professors had adequate time to grade and submit updates. (A suggestion was made, during the Senate discussion on 11/3/2021, that this 10 week deadline should be extended to the end of the semester instead. This could be approved at the December Senate meeting, in theory, and would not need Board of Trustees approval.)
    b. Another rule that was discussed was the Pass/NC policy. The CUNY memo states that:

> "The grade of "P" or "NC" may be given as part of a 'Pass/No Pass/No Credit' agreement between a student and instructor. To receive this grade, a student needs to continue participating in academically related activities, complete all assignments, and take the final exam. If a passing grade is earned (A+ through D-), the student will receive a grade of 'P' and credit for the course with no impact on GPA. If a failing grade is earned (F), the student will receive a grade of NC/NP which does not affect the GPA. **This option must be requested prior to the last day a student can withdraw and receive a grade of "W" via an agreement with the Office of the Registrar**. Students must remain in compliance with Federal and State Satisfactory Academic Progress guidelines. Colleges may place additional restrictions on the use of this option which must be clearly stated in their bulletin and on their website."

…and the Lehman website and bulletin adds restrictions, which are listed below:

> **Pass/Fail Option**
> Students may elect P/F grades for a maximum of 18 credits in their degree program under the following conditions:
> - The course for P/F must be outside (a) the College degree requirements (b) the major, minor, or interdisciplinary program and the courses offered by Lehman's teacher education departments, except for those education courses that have Pass/Fail or Pass/No Credit grading basis.
> - Only one P/F course may be elected in any semester, with the exception for those courses that have a P/F grading basis.
> - The P/F choice may not be changed after the College late registration period has ended.
> - The credits taken on a P/F grading basis may not be counted toward the major and minor.

2) The memo states the following:

> The purpose of this policy is to establish guidelines for change of grade and associated deadline and thereby facilitating timely progress to degree completion and compliance with financial aid requirements that all courses taken contribute to degree completion. This policy is intended to reflect the University's commitment to the student success goals and the requirements of New York State's Regulations of the Commissioner of Education.

Application for a change of grade, assigned by a member of the faculty, may be made at any time **within one year from the end of the semester in which the course was taken**. Either the student or the instructor may make this request. The procedures outlined below applies to the change of passing **letter grades, PEN, F, FIN, WU**. ***Grades cannot be changed once a student has graduated and their academic record is closed***.

Change of Final Grade

- Faculty members who initiate such a change must file a **Change of Grade Form** (paper or secure online form), including the reason for the change, follow campus changes of grade approval process, and forward the completed form to the Office of the Registrar, who will process the change and notify the student and faculty.
- **Undergraduate** grade change request **over one academic year** requires the approval of the Grade Appeals Committee (or campus equivalent.)
- **Graduate** change of grades **over one academic year** requires the approval of the Dean of Graduate Studies (or campus equivalent.)

Change of INC to Administrative FIN

- Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the **end of the semester following the semester in which the course was taken (**exclusive of Summer Term.)
- The student or the instructor may appeal this administrative action. Graduate Students who receive an Incomplete (INC grade) must fulfill their academic obligation **within one calendar year (or earlier campus deadline)** of the end of the semester in which the grade of Incomplete is given.
- Incompletes unresolved in the above-mentioned time-period will become FIN in students' records and may not be changed thereafter.

Change of PEN to Final Letter Grade

- The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. 'PEN' is also used to facilitate the implementation of the *Procedures for Imposition of Sanctions* whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process. PEN grade must be resolved to letter grade by the **end of the semester following the semester in which the course was taken**.

Student Appeal

- Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal. **Appeals must be filed within 30 calendar days of grade assignment in CUNYfirst.**

Faculty Appeal

- An appeal instituted by a member of the faculty to change an administrative FIN must indicate that the work required to resolve the INC grade was in the instructor's possession prior to the INC deadline date. **Appeals must be filed within 30 calendar days of FIN grade assignment in CUNYfirst.**

Grade Appeals Process

- Student or Faculty request shall be reviewed by the department grade appeals committee (or campus equivalent.) The departmental shall review the matter and make a recommendation to the faculty member within **30 calendar days**.

- If the departmental grade appeals fail to make a recommendation to the faculty member within **30 calendar days**, the grade appeal will be escalated to the college-wide grade appeals committee (or campus equivalent.)
- The college-wide grade appeals committee (or campus equivalent) shall have **30 calendar days** to make a recommendation to the department and faculty member.
- The faculty member, upon receipt of the department or college-wide committee's recommendation, must render a judgment within **15 calendar days** and communicate in writing/via online form to the Campus Registrar his or her decision to either sustain the grade or submit a grade change.

This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools Effective Fall 2021.

Based on the above memo, it was unclear which timeline applied to the FIN grade. Was it that any grade, including an FIN, can be changed within one year from the end of the semester in which the course was taken, as stated at the beginning of the policy, OR that, after the Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the end of the semester following the semester in which the course was taken, either a student or an instructor can appeal the grade for only 30 days after it is conferred?

After conferring with the University Registrar, we have confirmation that the rule for FIN grades is the latter. The one-year rule is the default for changing grades, but then, for those particular grades/situations that are outlined below that first statement, the further restrictions override the general one-year rule.

Therefore, when a student receives an INC and this then lapses to an FIN at the end of the semester following the semester in which the INC was given, this grade is unchangeable after 30 days post-conferral.

3) Clarification on when to give INC:

INC: The grade of "INC" (Incomplete) should **only** be given by the instructor **in consultation with the student** with the following guidelines:

o When there is a **reasonable expectation** that a **student can successfully complete** the requirements of the course no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term. **Upon timely completion of said incomplete work, the student would earn passing grade.**

▪ Temporary grade awarded when the disposition of the final grade requires further evaluation for reasons ***other than the Procedures for Imposition of Sanctions*** related to the Board's Academic Integrity Policy Transcript comments for INC grades should be added to the student record indicating the nature of the incomplete

o The grade of "INC" lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term.

o Students who have officially withdrawn from a college and have these grades may be exempted from the limitations.

…and further guidance is provided on the Lehman website:

For an instructor to grant an INC, the student must have met the instructor's attendance requirements in the course and have a passing semester average. The INC grade covers any failure to complete all requirements for a course, such as submitting a paper or taking a final examination. The grade of INC is awarded only when the course requirement has not been completed for good and sufficient reasons and when there is a reasonable expectation that the student can successfully complete the requirements of the course. The student must complete the missing work within the **first ten weeks of the following term** and the instructor has to the end of the term to submit the eGrade Correction. However, if the student is eligible and has applied for graduation, the eGrade Correction must be submitted prior to the term conferral date. If the instructor is not available, the student must consult with the department chair. INC grades not completed by the deadline will become a grade of "FIN.

4) One question that arose was whether an INC could be changed to a D (based on partial work submitted) and then changed again within the one-year timeframe? This approach is problematic because a D grade does not denote that any work is still outstanding. It is a grade given when the course is completed and merits a D grade. Therefore, such an approach violates the CUNY uniform grading policy.

   Similarly, the INC grade is not to be given in the event that a student is doing "poorly" in a class, in order to let them sit in on the class again the next semester and improve their grade. This is in violation of multiple policies.

5) The last point of confusion was whether the new rule that FIN grades cannot be changed following the 30-day appeal period would apply to INC grades received in previous semesters. When asked for clarification, the University Registrar confirmed that "**This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools Effective Fall 2021."**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

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

2.

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 250
Course Title	First-year Seminar
Description	Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports, and links between the disciplinary area and careers.
Pre/ Co Requisites	Completion of 30 credits or fewer.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **Rationale:**

The proposed course begins to educate and empower students to be engaged in their communities by introducing them to the nature and value of the liberal arts and sciences, as well as introducing them to Lehman College. It is designed to replace the current LEH 100. From those courses, LEH 250 strengthens the focus on:

- the importance of the liberal arts and sciences,
- critical thinking and problem solving,
- developing communication skills,
- integrating students to college and to Lehman.

The proposed course adds a stronger focus on specific disciplines within the liberal arts and sciences, is more specific about outcomes, and is designed to parallel the advanced LEH 351-355 courses students will take later in their academic career. Because of the parallels with the advanced courses, students who complete LEH 250 will be required to complete one LEH 351-355 rather than two (see accompanying proposal). First-year seminars and experiences are considered high-impact "best practices" by higher-education associations such as the Association of American Colleges and Universities (AAC&U) and thus, it is important for Lehman to continue this first-year experience for our students. Indeed, our own statistics show that students who came to Lehman as freshmen, took one of our 100-level LEHs and graduated had a higher average GPA upon graduation (GPA 3.213; 3,172 students) than did the students who came to Lehman as freshmen and graduated *without* having taken one of our 100-level LEH courses (GPA 3.049; 4,622 students).

The instructional pedagogies used will encourage and support active learning and active engagement with course material. Opportunities for students to interact and work collaboratively will be a component of LEH 250.

The proposed learning outcomes are based on the desired characteristics of a Lehman graduate, as they focus on students' critical thinking and communication skills within a broad, disciplinary area in relation to real-world problems and phenomena. The course will therefore help to lay the groundwork for students to become educated, empowered and engaged Lehman graduates.

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

At a level appropriate to completing an introductory course:

- Employ the methods of critical inquiry and analysis in at least one of the following disciplinary areas: social sciences, life and physical sciences, humanities, applied perspectives.
- Demonstrate skills in critical thinking and problem solving:
    - use inquiry to identify and define a problem,

    - constrain a problem into a specific and measurable goal,
    - break a problem into its component parts, prioritize those parts and identify methods in the relevant disciplinary area(s) to solve the problem,
    - select, comprehend, and critically evaluate scholarly, popular and reference texts to solve a problem or support or oppose an idea or position,
    - use appropriate methods of citation in the relevant disciplinary area(s).
- Communicate the significance of the problem as well as solutions to a diverse audience using writing, oral presentation, or other diverse media (e.g., visual representation, performance or design).
- Interact and work collaboratively with peers to define problems, identify various disciplinary methods to solve problems, and use inquiry to address discipline-specific problems and questions that require deeper engagement and analysis.

Transition to college and to campus life at Lehman College by being able to:

- Identify the mission and values of Lehman College and the existing Lehman services supporting that mission (e.g., Academic Advisement, Campus Life, Career Services, Counseling Center, Instructional Support Services, Office of Prestigious Awards, Student Disability Services).
- Identify requirements of the General Education curriculum, and the relations among the requirements, and construct a 4-year college plan, including major, minor and general education courses.
- Use existing technological tools (e.g., Blackboard, CUNYFirst, DegreeWorks, Lehman360, Library resources).
- Examine the career exploration process and how their own skills and interests match a chosen major/career path.

5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
   Date of Committee on Admissions, Evaluation and Academic Standards approval: November 18, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Name of Program and Degree Award: *College Option Pathways General Education*
Effective Term: Fall 2022

1. **Type of Change:** Change in Degree Requirements, LEH Requirements

2. **From:** ~~Strikethrough~~ the changes

Integration Courses (2 Courses, 6 Credits)

Integration Courses are the College Option in CUNY General Education.

~~*This requirement applies only to students in the upper division, i.e. juniors and seniors.* After earning a minimum of 60 credits or earning an Associate's Degree, and officially selecting a major, all upper-division students must complete two LEH courses. The two are to be chosen in topics~~ outside their major ~~from four of the following five variable topics courses~~. Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

LEH 351: Studies in Scientific and Applied Perspectives. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the social sciences, life and physical sciences and applied perspectives. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology, Biology, Biology Teacher Grades 7-12, Biology BS/MS Dual Degree, Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Foods, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science,

Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.

LEH 352: Studies in Literature. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in literature. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Comparative Literature, English, French, French Teacher Education 7-12, Italian, Italian Teacher Education 7-12, Latin, Russian, Spanish and Spanish Teacher Education 7-12.

LEH 353: Studies in the Arts. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the arts. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.

LEH 354: Studies in Historical Studies. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in historical studies. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, History (Teacher Education), Latin American and Caribbean Studies, Latino Studies.

LEH 355: Studies in Philosophy, Theory and Abstract Thinking. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in philosophy, theory and abstract thinking. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.

3. **To:** Underline the changes

Integration Courses (2 Courses, 6 Credits)

Integration Courses are part of the College Option in CUNY Pathways General Education.

Students must complete **TWO "LEH" ("L" "E" "H") COURSES**:

EITHER

LEH 250 and ONE course chosen from LEH 351, 352, 353, 354 or 355 *that is outside of their major (see notes on each course).*

OR

TWO different LEH courses chosen from LEH 351, 352, 353, 354 or 355 *that are outside of their major (see notes on each course).*

LEH courses are variable topics courses, in which each section covers a specific topic. Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

LEH 250: First-year Seminar. *3 hours, 3 credits*. Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the

liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports, and links between the disciplinary area and careers. Pre-requisite: Completion of 30 credits or fewer.

LEH 351-355
Students must select upper-division LEH courses (LEH 351, 352, 353, 354 or 355) that are outside of their major (see the notes below). Pre-requisite for all of the upper-division LEH courses: Completion of 45 credits or an Associate's Degree and an official declaration of major.

LEH 351: Studies in Scientific and Applied Perspectives. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the social sciences, life and physical sciences and applied perspectives. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology, Biology, Biology Teacher Grades 7-12, Biology BS/MS Dual Degree, Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Foods, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.

LEH 352: Studies in Literature. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in literature. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Comparative Literature, English, French, French Teacher Education 7-12, Italian, Italian Teacher Education 7-12, Latin, Russian, Spanish and Spanish Teacher Education 7-12.

LEH 353: Studies in the Arts. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the arts. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.

LEH 354: Studies in Historical Studies. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in historical studies. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, History (Teacher Education), Latin American and Caribbean Studies, Latino Studies.

LEH 355: Studies in Philosophy, Theory and Abstract Thinking. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in philosophy, theory and abstract thinking. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.

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

This proposal is being submitted together with two additional proposals:

1. A proposal for a new first-year seminar, LEH 250, that is a closer parallel to the LEH 351-355 courses than the current LEH 100.
2. A proposal to lower the credit-requirement for the upper-division LEH courses from 60 to 45 credits.

This proposal maintains the current LEH requirement that students must complete two integration courses. However, it allows students who complete the new LEH 250, and thus complete an integration course early in their college careers, to count it toward their general education requirements. Under the current general education requirements, neither LEH 100 nor 102 count toward the general education requirements.

5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
   Date of Committee on Admissions, Evaluation and Academic Standards approval: November 18, 2021

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 351
Course Title	Studies in Scientific and Applied Perspectives
Description	Selected topics in the social sciences, life and physical sciences and applied perspectives. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology/Biology/Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Food, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_____ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World __x__ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 351
Course Title	Studies in Scientific and Applied Perspectives
Description	Selected topics in the social sciences, life and physical sciences and applied perspectives. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology/Biology/Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Food, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_____ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World __x__ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

The UCC proposes lowering the cut-off for taking LEH 35x courses to 45 credits. We recommend making the number 45 credits because of the way in which CUNYFirst divides students into cohorts—with 45-60 credits being one of the cohorts. Essentially, this change would allow students to take LEH 35x in the semester in which they are expected to *achieve* the 60-credit threshold. It therefore maintains the spirit of the idea that the LEH 35x courses are upper-division general education classes while giving

students who arrive at Lehman with just less than 60 credits the option to fill out their programs by taking LEH 35x courses.

5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
   Date of Committee on Admissions, Evaluation and Academic Standards approval: November 18, 2021

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 352
Course Title	Studies in Literature
Description	Selected topics in literature. NOTE 1: In general, students should expect writing assignments and computer based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Classics, Comparative Literature, English, French, German, Greek, Greek and Latin, Hebraic and Judaic Studies, Italian, Latin, Russian and Spanish.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World __x_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 352
Course Title	Studies in Literature
Description	Selected topics in literature. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Classics, Comparative Literature, English, French, German, Greek, Greek and Latin, Hebraic and Judaic Studies, Italian, Latin, Russian and Spanish.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World __x_ College Option

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

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CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 353
Course Title	Studies in the Arts
Description	Selected topics in the arts. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World __x_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 353
Course Title	Studies in the Arts
Description	Selected topics in the arts. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

	__x_ College Option

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

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CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 354
Course Title	Studies in Historical Studies
Description	Selected topics in historical studies. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, Latin American and Caribbean Studies, Latino Studies.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World __x_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 354
Course Title	Studies in Historical Studies
Description	Selected topics in historical studies. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, Latin American and Caribbean Studies, Latino Studies.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World __x_ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

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UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 355
Course Title	Studies in Philosophy, Theory and Abstract Thinking
Description	Selected topics in philosophy, theory and abstract thinking. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World __x_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 355
Course Title	Studies in Philosophy, Theory and Abstract Thinking
Description	Selected topics in philosophy, theory and abstract thinking. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World __x_ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

The UCC proposes lowering the cut-off for taking LEH 35x courses to 45 credits. We recommend making the number 45 credits because of the way in which CUNYFirst divides students into cohorts—with 45-60 credits being one of the cohorts. Essentially, this change would allow students to take LEH 35x in the semester in which they are expected to *achieve* the 60-credit threshold. It therefore maintains the spirit of the idea that the LEH 35x courses are upper-division general education classes while giving students who arrive at Lehman with just less than 60 credits the option to fill out their programs by taking LEH 35x courses.

5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
   Date of Committee on Admissions, Evaluation and Academic Standards approval: November 18, 2021

Senate Meeting – December 1, 2021

Proposed Graduate Studies Report

On behalf of the Graduate Studies Committee, I would like to put forth proposals from the following departments:

Department of Biological Sciences
- Course change: BIO 615
- New course: BIO 616

Department of Computer Science
- New courses: CMP 566, 567, 568, 569

Department of Health Sciences
- Change in degree requirements: MS in Human Performance and Fitness

Department of Music, Multimedia, Theatre and Dance
- Change in degree requirements: MAT in Music
- Course changes: MSH 701; MSP 750
- New course: MSH 701, 752

Department of Counseling, Leadership, Literacy and Special Education
- New courses: EDS 780
- Change in degree requirements: MSEd in Literacy Studies (Birth-6th Grade)
- Change in degree requirements: MSEd in Literacy Studies (5th-12th Grade)
- Change in degree requirements: MSEd, Dual Certification in Literacy (Birth-Grade 6) and Special Education (Grades 1-6)

Department of Early Childhood and Childhood Education
- Course changes: EDC 709, 727, 738, 739; EDE 709, 727, 738, 739
- New Advanced Certificate: Bilingual Extension, Birth-Grade 6

Department of Middle and High School Education
- New courses: ESC 540, 541, 597, 757, 759, 769, 790, 613
- Course changes: ESC 506, 519, 529, 612
- New Advanced Certificate: Bilingual Extension grades 5-12
- Change in degree requirements: MSEd in English Education
- Change in degree requirements: MSEd in Science Education
- Change in degree requirements: MSEd in Mathematics Education
- Change in degree requirements: MA in Social Studies Education
- Change in degree requirements: MA in Teaching Spanish, 7-12

- Adding dual certification sequences (for students with disabilities) across all 7-12 content areas

NOTE: The following departments: ECCE; MHSE; CLLSE; Music, Multimedia, Theatre, and Dance; and Health Sciences have submitted proposals to remove the GRE as an admissions requirement for their teacher or leader graduate programs. Sample proposals have been included with the initial packet so that Senate members would have the standard review time. Department and Graduate Studies Committee approvals are expected before the December Senate meeting but not before the preparation of this report. The actual dates of approval will be announced on the floor of the Senate prior to a motion for Senate endorsement. If the Department or the Committee does not approve, the proposal will not be considered for Senate action.

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting will be on February 2, 2022. Happy Holidays to all!

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course title, hours, credits, prerequisites*

2. **From:**

Department(s)	Biological Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 615
Course Title	Medical Microbiology
Description	Study of disease mechanisms, involving bacteria, viruses, fungi, and parasites. A case-based approach focused on common clinical symptoms, diagnostic laboratory tests, and treatment options.
Pre/ Co Requisites	~~BIO 331(Experimental Microbiology) and Permission of the Graduate Advisor.~~
Credits	~~4~~
Hours	~~6 (2, lecture; 4 lab)~~
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Biological Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 615
Course Title	Principles of Medical Microbiology
Description	Study of disease mechanisms, involving bacteria, viruses, fungi, and parasites. A case-based approach focused on common clinical symptoms, diagnostic laboratory tests, and treatment options.
Pre/ Co Requisites	Prerequisite: BIO 166, and BIO 167, and BIO 238, and BIO 331, and CHE 232 and CHE 233
Credits	2
Hours	2
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

We are removing the lab component so that the lecture-only course can be taught more readily and thus increase the variety of courses that are offered at the department. Most students taking the course are preparing for exams to apply for health-care professions. Focusing on the lecture-only concepts will help them prepare for these exams. We also are changing the title to ensure that it is distinct from its undergraduate counterpart.

5. **Date of departmental approval:** 10/06/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 616
Course Title	Principles of Medical Microbiology Laboratory
Description	Application of microbiological techniques for research and diagnosis of infectious diseases.
Pre/ Co Requisites	Prerequisite: BIO 166, and BIO 167, and BIO 238, and BIO 331, and CHE 232 and CHE 233 Corequisite: BIO 615 or BIO 415
Credits	2
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ___ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

To improve students' problem-solving abilities, it is critical that they learn technical and thinking skills by conducting hands-on experiments relevant to medical microbiology.

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

- Be able to apply microbiological techniques for research and diagnosis of infectious diseases.
- Demonstrate the ability to communicate research results relevant to diagnosis of infectious diseases.

5. **Date of Departmental Approval:** 10/06/21

LEHMAN COLLEGE
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DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 566
Course Title	Computer Thinking for Educators
Description	A discussion of various computer science topics such as hamming codes, image representation, number systems, data representation, algorithms, artificial intelligence, cryptography, gates, flip-flops, adders. No previous programming experience is required.
Pre / Co Requisites	Prerequisite: MAT 172 or Department of Computer Science permission.
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	_x__ Not Applicable ____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
This is an elective course being added to the MSEd Program in Science Education. Currently, faculty members are collaborating on a Certificate in Computer Science Education that ultimately will be available to master's degree students.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Understand the different number systems and knowing how to convert from one to another
   2. Understand the function of basic hardware components such as: flip/flops, registers, adders
   3. Understand how these components are built from gates
   4. Understand basic internet routing
   5. Use basic artificial intelligence principles to solve problems
   6. Design, build, and operate a simple lego robot according to provided specifications
   7. Solve computational problems by designing well-defined algorithms
   8. Understand how computers interact with numeric, text, sound, and image data
   9. Understand and demonstrate proper use of classic cryptography methods

5. Date of Departmental Approval: October 22, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	[] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 567
Course Title	Programming Methods I for Educators
Description	Structured computer programming using modern high-level programming languages. Includes console I/O, data types, variables, control structures, including iteration, arrays, function definitions and calls, parameter passing, functional decomposition, and an introduction to objects. Debugging.
Pre / Co Requisites	Prerequisite: MAT 172 or Department of Computer Science permission.
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	_x__ Not Applicable ____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
This is an elective course being added to the MSEd Program in Science Education. Currently, faculty members are collaborating on a Certificate in Computer Science Education that ultimately will be available to master's degree students.

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

1. Understand and explain how computers and programs work
2. Independently Design and Develop properly styled websites with dynamic content using HTML, CSS, JavaScript
3. Independently design, create, debug simple Java applications
4. Use HTML5 to develop properly structured web pages
5. Use CSS3 to apply proper style to web pages
6. Demonstrate proper use of variables and functions in JavaScript
7. Demonstrate the use of parameters and information passing in programs
8. Use JavaScript to respond to events
9. Use JavaScript to perform calculations and return results
10. Manipulate the DOM and CSSOM through JavaScript
11. Perform Logical Decisions using JavaScript
12. Perform Iteration using JavaScript
13. Demonstrate proper use of variables and methods in Java
14. Perform Logical Decisions using Java
15. Perform Iteration using Java
16. Understand and manipulate Strings
17. Use libraries from the java.util package such as Scanner, Math

5. Date of Departmental Approval: October 22, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	[] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 568
Course Title	Programming Methods II for Educators
Description	Continuation of parameter passing with a focus on devising function definitions and tracing recursive calls. Object Oriented Programming techniques. Arrays. Sorting and searching algorithms as well as a comparison of their performance. Exceptions and Exception Handling. Text File I/O. GUI programming. Lab exercises include designing, writing and debugging programs using commercial IDEs.
Pre / Co Requisites	Prerequisite: CMP 567 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	_x__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
This is an elective course being added to the MSEd Program in Science Education. Currently, faculty members are collaborating on a Certificate in Computer Science Education that ultimately will be

available to master's degree students.

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

By the end of the course students should be able to read and write java code that does the following:

1. Demonstrate OOP through proper use of encapsulation, polymorphism and inheritance.
2. Independently design, create, debug Java ApplicationsGUI (Graphical User Interface) for desktop applications
3. Perform decision branching using if-else statements, switch cases
4. Perform iteration using loops for, while, do-while
5. Manipulate Arrays 1 Dimensional & 2 Dimensional
6. Manipulate Strings
7. Use Streams and perform File I/O on plain text files
8. Demonstrate use of Exception Handling
9. Use Recursion to solve problems
10. Popular Sorting Algorithms (Bubble, Selection, Insertion, Merge)
11. Popular Searching Algorithms (Sequential, Binary)

5. Date of Departmental Approval: October 22, 2021

LEHMAN COLLEGE
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DEPARTMENT OF COMPUTER SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	[] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 569
Course Title	Data Structures and Algorithms for Educators
Description	Abstract characterizations as well as the design and implementation of data structures such as arrays, stacks, queues, linked lists, binary search trees, heaps, hash tables and graphs along with algorithms that make use of such structures including algorithms for sorting, searching, will be studied. Algorithms will be analyzed for their asymptotic behavior in terms of time and space complexity. Implementation issues will be considered and students will write programs that embody these data structures and algorithms.
Pre / Co Requisites	Prerequisite: CMP 568 or Department of Computer Science permission.
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	_x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**

This is an elective course being added to the MSEd Program in Science Education. Currently, faculty members are collaborating on a Certificate in Computer Science Education that ultimately will be available to master's degree students.

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

1. Improve skills in object-oriented programming
2. Improve understanding of recursive methods
3. Understand a core group of basic data structures as enumerated in topics below
4. Be able to conceptualize many programming issues at a higher level through data structures
5. Know the tradeoffs of each studied data structure so as to employ the appropriate one for a given situation
6. Be able to write parameterized data structures using generics
7. Be able to design algorithms that incorporate data structures for efficient handling of data
8. Be able to code algorithms involving data structures using an object oriented programming language
9. Be able to analyze new data structures and their algorithms for asymptotic behavior
10. Achieve a level of maturity in the subject so that further study of data structures can be pursued independently

5. Date of Departmental Approval: October 22, 2021

LEHMAN COLLEGE
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DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: MSED Program, Literacy Studies, Teaching Literacy Birth-6th Grade
Hegis Number: 0830.00
Program Code: 25809
Effective Term: Fall 2022

1**.Type of Change:** Change to program admissions requirements

2. **From:**
Literacy Studies, M.S.Ed. Program

The 36-credit Program in Literacy Studies leads to a Master of Science in Education degree. Registered in New York State, the program leads to professional certification in teaching literacy in two different concentrations: Birth- Grade 6 and Grades 5 –12.

Admission Requirements for Professional Certification in Teaching Literacy

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing ~~and scores from the Academic Literacy Skills Test.~~
  Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Courses for Professional Certification in Teaching Literacy Birth-6th Grade (36 credits)

EDR 702	Language and Literacy Acquisition and Development of Children	3
EDR 712	Instructional Approaches for Language and Literacy Development in Childhood Education	3
EDR 722	Assessing and Evaluating Language and Literacy Development in Childhood Education	3
EDR 765	Literacy in the Content Areas	3
EDR 731	Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education	6
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 752	Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Chldhd&Chldhd Edu	3
EDR 768	Project Seminar: Research on Literacy I and II	3
EDR 529	Language, Literacy, and Educational Technology	3
EDS 701	Understanding Individuals with Disabilities	3
EDR 605	Professional Writing for Educators	3

M.S.Ed. Program in Literacy Studies Continuation Requirements

1. Maintain GPA of 3.0.
2. Meet any conditions placed on initial matriculation before the completion of 12 graduate credits. *College and Departmental policies regarding academic probation also apply.*

M.S.Ed. Program in Literacy Studies Graduation Requirements

Students must complete the required graduate credits of study pertaining to their program. Students must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

3. **To:**

Literacy Studies, M.S.Ed. Program

The 36-credit Program in Literacy Studies leads to a Master of Science in Education degree. Registered in New York State, the program leads to professional certification in teaching literacy in two different concentrations: Birth- Grade 6 and Grades 5 –12.

Admission Requirements for Professional Certification in Teaching Literacy

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters. (This may be waived in some circumstances at the discretion of the program coordinator.)
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
  Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education. (May be waived for applicants who hold current certification and have a graduate degree masters.)

Courses for Professional Certification in Teaching Literacy Birth-6th Grade (36 credits)

EDR 702	Language and Literacy Acquisition and Development of Children	3
EDR 712	Instructional Approaches for Language and Literacy Development in Childhood Education	3
EDR 722	Assessing and Evaluating Language and Literacy Development in Childhood Education	3
EDR 765	Literacy in the Content Areas	3
EDR 731	Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education	6

EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 752	Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Chldhd&Chldhd Edu	3
EDR 768	Project Seminar: Research on Literacy I and II	3
EDR 529	Language, Literacy, and Educational Technology	3
EDS 701	Understanding Individuals with Disabilities	3
EDR 605	Professional Writing for Educators	3

M.S.Ed. Program in Literacy Studies Continuation Requirements

1. Maintain GPA of 3.0.
2. Meet any conditions placed on initial matriculation before the completion of 12 graduate credits. *College and Departmental policies regarding academic probation also apply.*

M.S.Ed. Program in Literacy Studies Graduation Requirements

Students must complete the required graduate credits of study pertaining to their program. Students must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

4. **Rationale:**
The Literacy Graduate Program has recognized that qualified applicants are rejected from the program because they lack teacher certification for variety of reasons. For example, some charter school teachers with significant teaching experience are not required to have NYS teacher certification, making these applicants qualified program candidates. Therefore, reviewing each case individually will allow us to make a more a non-discriminatory determination.

We are adding a sentence about the GRE requirement to reflect the state policy that “graduate record examination or substantially equivalent admission examination requirement shall in no case apply to currently certified teachers or educational leaders who already hold a graduate degree”. In addition, we deleted ALST (Academic Literacy Skills Test) which was eliminated from NYS certification requirement.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy Studies, MSED; Teaching Literacy (5th-12 Grade)
Hegis Number: 0830.00
Program Code: 25806
Effective Term: Fall 2022

1**. Type of Change:** Change to program admissions requirements

2. **From:**
Literacy Studies, M.S.Ed. Program

The 36-credit Program in Literacy Studies leads to a Master of Science in Education degree. Registered in New York State, the program leads to professional certification in teaching literacy in two different concentrations: Birth- Grade 6 and Grades 5 –12.

Admission Requirements for Professional Certification in Teaching Literacy

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing ~~and scores from the Academic Literacy Skills Test.~~
  Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Courses for Professional Certification in Teaching Literacy 5th-12th Grade (36 credits)

		Credits
EDR 703	Literacy Acquisition and Development of Pre-Adolescents and Adolescents	3
EDR 713	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3
EDR 723	Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Educat	3
EDR 753	Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Childhd&Adolescent Edu	3
EDR 733	Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education	6
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 765	Literacy in the Content Areas	3
EDR 768	Project Seminar: Research on Literacy I and II	3
EDR 529	Language, Literacy, and Educational Technology	3
EDS 701	Understanding Individuals with Disabilities	3
EDR 605	Professional Writing for Educators	3

M.S.Ed. Program in Literacy Studies Continuation Requirements

1. Maintain GPA of 3.0.
2. Meet any conditions placed on initial matriculation before the completion of 12 graduate credits. *College and Departmental policies regarding academic probation also apply.*

M.S.Ed. Program in Literacy Studies Graduation Requirements

Students must complete the required graduate credits of study pertaining to their program. Students must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

3. **To:**
Literacy Studies, M.S.Ed. Program

The 36-credit Program in Literacy Studies leads to a Master of Science in Education degree. Registered in New York State, the program leads to professional certification in teaching literacy in two different concentrations: Birth- Grade 6 and Grades 5 –12.

Admission Requirements for Professional Certification in Teaching Literacy

Requirements for Professional Certification in Teaching Literacy (Birth-6th Grade)

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters. (This may be waived in some circumstances at the discretion of the program coordinator.)
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
  Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education. (May be waived for applicants who hold current certification and have a graduate degree masters.)

Courses for Professional Certification in Teaching Literacy 5th-12th Grade (36 credits)

		Credits
EDR 703	Literacy Acquisition and Development of Pre-Adolescents and Adolescents	3
EDR 713	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3

EDR 723	Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Educat	3
EDR 753	Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Childhd&Adolescent Edu	3
EDR 733	Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education	6
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 765	Literacy in the Content Areas	3
EDR 768	Project Seminar: Research on Literacy I and II	3
EDR 529	Language, Literacy, and Educational Technology	3
EDS 701	Understanding Individuals with Disabilities	3
EDR 605	Professional Writing for Educators	3

M.S.Ed. Program in Literacy Studies Continuation Requirements

1. Maintain GPA of 3.0.
2. Meet any conditions placed on initial matriculation before the completion of 12 graduate credits. *College and Departmental policies regarding academic probation also apply.*

M.S.Ed. Program in Literacy Studies Graduation Requirements

Students must complete the required graduate credits of study pertaining to their program. Students must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

4. **Rationale:**
The Literacy Graduate Program has recognized that qualified applicants are rejected from the program because they lack teacher certification for variety of reasons. For example, some charter school teachers with significant teaching experience are not required to have NYS teacher certification, making these applicants qualified program candidates. Therefore, reviewing each case individually will allow us to make a more a non-discriminatory determination.

We are adding a sentence about the GRE requirement to reflect the state policy that “graduate record examination or substantially equivalent admission examination requirement shall in no case apply to currently certified teachers or educational leaders who already hold a graduate degree”. In addition, we deleted ALST (Academic Literacy Skills Test) which was eliminated from NYS certification requirement.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Dual Certification in Literacy Birth-Grade 6 and Special Education Grades 1-6, M.S.Ed. Program
Hegis Number: 0830.00
Program Code: 36464
Effective Term: Fall 2022

1**. Type of Change:** Change to program admissions requirements

2. **From:**
Dual Certification in Literacy Birth-Grade 6 and Special Education Grades 1-6, M.S.Ed. Program

The dual certification program is designed for teachers who have already had an initial certification in elementary or childhood education. This 45-48 credit program will lead to professional certification in Literacy, Birth-Grade 6 and initial certification in teaching Students with Disabilities (SWD), Grades 1-6. The dual certification program will prepare qualified candidates to acquire knowledge, skills, expertise, and dispositions so that they can teach literacy skills to different type of learners.

Admissions Requirements

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing ~~and scores from the Academic Literacy Skills Test.~~
  Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate

in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree and Certification Requirements

To qualify for the M.S. Dual Certification in Literacy Birth-6 and Special Education 1-6, students must complete 45-48 credits. Upon completion of the program and meeting all the certification requirements by the New York State Education Department, the students will be recommended for initial/professional certification: a) in Literacy Birth-grade 6 and b) in Special Education Grades 1-6.

Program of study

		Credits
EDR 529	Language, Literacy, and Educational Technology	3
EDR 702	Language and Literacy Acquisition and Development of Children	3
EDR 712	Instructional Approaches for Language and Literacy Development in Childhood Education	3
EDR 722	Assessing and Evaluating Language and Literacy Development in Childhood Education	3
EDR 752	Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Chldhd&Chldhd Edu	3
EDR 731	Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education	6
EDE 743	Diagnosis of Difficulties in Learning Elementary School Mathematics	3
EDS 701	Understanding Individuals with Disabilities	3
EDS 709	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3

EDS 743	Behavioral Assessment, Management, and Change	3
EDS 719	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
EDS 720	Student Teaching Seminar	3
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 768	Project Seminar: Research on Literacy I and II	3

3. **To:**

Dual Certification in Literacy Birth-Grade 6 and Special Education Grades 1-6, M.S.Ed. Program

The dual certification program is designed for teachers who have already had an initial certification in elementary or childhood education. This 45-48 credit program will lead to professional certification in Literacy, Birth-Grade 6 and initial certification in teaching Students with Disabilities (SWD), Grades 1-6. The dual certification program will prepare qualified candidates to acquire knowledge, skills, expertise, and dispositions so that they can teach literacy skills to different type of learners.

Admissions Requirements

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters. (This may be waived in some circumstances at the discretion of the program coordinator.)
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education. (May be waived for applicants who hold current certification and have a graduate degree masters.)

Degree and Certification Requirements

To qualify for the M.S. Dual Certification in Literacy Birth-6 and Special Education 1-6, students must complete 45-48 credits. Upon completion of the program and meeting all the certification requirements by the New York State Education Department, the students will be recommended for initial/professional certification: a) in Literacy Birth-grade 6 and b) in Special Education Grades 1-6.

Program of study

		Credits
EDR 529	Language, Literacy, and Educational Technology	3
EDR 702	Language and Literacy Acquisition and Development of Children	3
EDR 712	Instructional Approaches for Language and Literacy Development in Childhood Education	3
EDR 722	Assessing and Evaluating Language and Literacy Development in Childhood Education	3
EDR 752	Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Chldhd&Chldhd Edu	3
EDR 731	Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education	6
EDE 743	Diagnosis of Difficulties in Learning Elementary School Mathematics	3
EDS 701	Understanding Individuals with Disabilities	3
EDS 709	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3

EDS 719	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
EDS 720	Student Teaching Seminar	3
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 768	Project Seminar: Research on Literacy I and II	3

4. **Rationale:**
The Literacy Graduate Program has recognized that qualified applicants are rejected from the program because they lack teacher certification for variety of reasons. For example, some charter school teachers with significant teaching experience are not required to have NYS teacher certification, making these applicants qualified program candidates. Therefore, reviewing each case individually will allow us to make a more a non-discriminatory determination.

We are adding a sentence about the GRE requirement to reflect the state policy that "graduate record examination or substantially equivalent admission examination requirement shall in no case apply to currently certified teachers or educational leaders who already hold a graduate degree". In addition, we deleted ALST (Academic Literacy Skills Test) which was eliminated from NYS certification requirement.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 780
Course Title	Adolescent Development
Description	An introductory, required course in the Dual Certification Masters Program in Adolescent Special Education and Social Studies Education. Theory and research on adolescent growth and development, cognition, personality, and psycho-social development.
Pre/ Co Requisites	Permission of Coordinator/Advisor
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World

3. **Rationale:**
This course is one of the initial courses candidates will be required to take in a dual certification master's program in adolescent special education and social studies education. Candidates need a firm foundation in normal development to better understand exceptionality and to know how cognitive, neurological and psychosocial issues are expressed during adolescence so that they can better modify lessons and teach the student in their classes.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Compare theories of cognitive development as they relate to adolescent learning
- Identify the biological, neurological and physical factors that affect development, functioning and behavior of adolescents
- Describe the impact of neuropsychological findings and relate them to functional classroom behaviors
- Identify sources of stress for adolescents with regard to the establishment of independence and autonomy in the sociocultural environment
- Discuss and apply the relationships between physical, cognitive and social development as it relates to adolescents
- Identify and discuss ethical and culturally relevant issues that impact individuals in the adolescent developmental stage.

5. **Date of Departmental Approval:** September 1, 2021

EDS 780: Adolescent Development - Syllabus

Instructor Information
TBD
Meeting time/day: TBD

EDS 780 - Course Description (3 Cr., 3 hrs)
This introductory course focuses on theory and research on adolescent (grades 9-12) growth and development, cognition, personality, and psycho-social development.
Prerequisite: Permission of Advisor

Purpose:
This course provides a firm foundation in normal development to help candidates better understand exceptionality and the ways in which cognitive, neurological and psychosocial issues are expressed during adolescence in order to prepare candidates to better modify lessons and teach the students in their classes.

Themes of the LUTE Conceptual Frame Included in this Course:

Lehman Urban Teacher and Counselor Education (LUTE) Conceptual Framework is reflective of the four themes: 1) Building a community of teachers, counselors and learners, 2) counseling and education for social action and equity, 3) developing human capacities and 4) affirming diverse sociocultural contexts.

The entire LUTE document is available at
www.lehman.cuny.edu/education/facpages/concept.html or
www.lehman.edu/deanedu/deanedu/

Course Learning Objectives

- Candidates will compare theories of cognitive development as they relate to adolescent learning
- Candidates will identify the biological, neurological and physical factors that affect development, functioning and behavior of adolescents
- Candidates will describe the impact of neuropsychological findings and relate them to functional classroom behaviors
- Candidates will identify sources of stress for adolescents with regard to the establishment of independence and autonomy in the sociocultural environment
- Candidates will discuss and apply the relationships between physical, cognitive and social development as it relates to adolescents
- Candidates will identify and discuss ethical and culturally relevant issues that impact individuals in the adolescent developmental stage.

Course Materials
OER Resources:

https://iupui.libguides.com/OER/childdevelopment
https://ncu.libguides.com/childpsychology

Extrafamilial Socialization: Peers, School, and Media

- Pea, R, Nass, C, Meheula, L, Rance, M, Kumar, A, et al. (2012). Media use, face-to-face communication, media multitasking, and social well being among 8 to 12-year-old girls. *Developmental Psychology, 48*(2), 327-336.
- Either, KA, Harper, CR, & Ditus, PJ (2018). School environment is related to lower health and safety risks among sexual minority middle and high school students. *Journal of Adolescent Health, 62*(2), 143-148. doi:10.1016/j.jadohealth.2017.08.024
- Vagi KJ, Rothman E, Latzman NE, Teten Tharp A, Hall DM, Breiding M. (2013) Beyond correlates: A review of risk and protective factors for adolescent dating violence perpetration. *Journal of Youth and Adolescence, 42*, 633-649
- Podcast: https://www.thisamericanlife.org/449/middle-school

Selected Bibliography

Broderick, P. (2013). *Learning to breathe a mindfulness curriculum for adolescents to cultivate emotion regulation, attention, and performance* . New Harbinger Publications.

Çetinkaya, Şenay. (2018). *Contemporary Perspective on Child Psychology and Education*. IntechOpen.

Dunning, D., Griffiths, K., Kuyken, W., Crane, C., Foulkes, L., Parker, J., & Dalgleish, T. (2019). Research Review: The effects of mindfulness-based interventions on cognition and mental health in children and adolescents – a meta-analysis of randomized controlled trials. *Journal of Child Psychology and Psychiatry*, *60*(3), 244–258. https://doi.org/10.1111/jcpp.12980

Feldman, R. (2019). *Child development* (Eighth edition.). Pearson.

Franieck, M. (2018). *On Latency: Individual Development, Narcissistic Impulse Reminiscence and Cultural Ideal*. Taylor and Francis. https://doi.org/10.4324/9780429477973

Henry, D., Miller, P., & Votruba-Drzal, E. (2019). *Child Development at the Intersection of Race and SES* (Vol. 57). Elsevier Science & Technology.

Medina, John. (2018). Attack of the Teenage Brain : Understanding and Supporting the Weird and Wonderful Adolescent Learner. ASCD.

Miller, D., Maricle, D., Kaufman, A., & Kaufman, N. (2019). *Essentials of School Neuropsychological Assessment*. John Wiley & Sons, Incorporated.

Oberle, E., & Schonert-Reichl, K. (2014). *Mindfulness in adolescence* . Jossey-Bass.

Slavin, Robert E. (2021). Educational Theory and Practice. Pearson.

Lehman College Resources

Computer Center Helpdesk – 718-960-1111
Student Disability Services – 718-960-8441
Instructional Support Services – 718-960-8175
Counseling Center Services – 718-960-8761

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula toall students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student DisabilityServices. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

Academic Integrity and Plagiarism Policy

Statement may be found in student handbook. For more information refer to http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf.

Academic integrity and honesty should be reflected in all of your work. Students should familiarize themselves with CUNY's Academic Integrity policy, found at http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf which offers definitions and examples of academic dishonesty. The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Additionally, professional behavioral includes contributing to the diverse community of learners within the classroom. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor.

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as wellas general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at http://www.lehman.edu/issp, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

Use of Technology and Blackboard Information

We will be using a Blackboard site for much of the class activities. It can be accessed through the Lehman website at www.lehman.cuny.edu. We will go over how to access the site and its topography during the first week of class. If you have any questions about your Lehman email address or your password, or if you have any problems accessing the site please call the computer helpdesk at 718-960-1111.

Attendance Policy (from student handbook)

Students are expected to attend classes regularly and keep abreast of all assignments. Attendance/Professionalism: Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion

throughout this course. Each student should arrive on time and attend all classes online. Any student who misses more than one class will receive a two point reduction in their overall grade for the course. An additional two point reduction will be incurred for each additional class missed. Academic integrity and honesty should be reflected in all of your work. Students should familiarize themselves with CUNY's Academic Integrity policy, found at http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf which offers definitions and examples of academic dishonesty. The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Additionally, professional behavioral includes contributing to the diverse community of learners within the classroom. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor.

Classroom Specific Policies

As developing professionals in the field of education, professional behavior during class is expected. Cell phones should be silenced during online discussions, notifications turned off on your devices, and texting is not allowed during class time. You are expected to adhere to the ethical principles of the profession, and you are also expected to maintain the highest academic standards of Lehman College.

Additionally, professional behavioral includes contributing to the diverse community of learners within the classroom. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor.

Course Requirements

Grading Policy

There will be one midterm and one final examination.
Students will write 2 short research papers, one case study and a group presentation.

The course will be graded based on the student's performance in the aforementioned areas. Attendance will be considered as a component of grading.

Late Assignments: No assignment submitted after the due date will be eligible for a grade higher than a B+. For each additional week an assignment is late, 5 points will be deducted.

Exceeds standards (A); Meets Standards (B to A-); Does Not Meet Standards (B- and below)

A= 100-95 A-=94-90 B+= 89-85 B = 84-80 B-=79-75 C+=74-70 C= 69-65 C-= 64-60

Calendar – Sample

Course Topics and Dates

Date	Topic	Assignment
1	Welcome! Our First Class! · Introduction- course outline · Requirements, deadlines, and project details	TBD

2	Developmental Learning theories Piaget and Vygotsky	
3	Developmental Learning Theories Behavioral Learning Theories – Skinner, , Bandura, Applied Behavior Analysis	
4	Theories of psychosocial development - Erikson	
5	Theories of Moral Development – Kohlberg.	
6	Biological factors – the developing brain and what neuropsychology tells us about learning	
7	Biological factors and psychosexual development. Sex assigned at birth, gender identity and sexual orientation	
8	Mindfulness in adolescence	
9	The impact of media and social media on the developing brain and adolescent	
10	The impact of race, class, gender and culture on the developing adolescent	
11	Friendships and Peer Relations	
12	Family Dynamics	
13	Group Projects	
14	Group Projects & Course Reflection	
15		

*The instructor reserves the right to adapt the syllabus as needed. In the event that there are changes to the syllabus, students will be notified in a timely manner.

To fully benefit from the collaborative nature of this class, class participation is vital to your own growth and that of the other students. Classes are constructed together within our community. Participation includes in-class discussions, participation in individual and group presentations, and also participation as a member of collaborative learning groups, where students will actively engage in discussion, offer each other support, and share strategies. Participation will be assessed across three domains each worth 5 points toward the total participation grade.

Group discussion

Active and engaged listening

Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative

ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

Instructional Methods Implemented in This Course:

Lecture and active class discussions

Constructivist projects

Use of media and technology specifically related to course content (online searches for pertinent research findings and instructional strategies, BlackBoard postings, links to relevant research articles, and

Guest speakers with expertise in the field

Emphasis on small group work and decision-making

Emphasis on formative instructor feedback

Independent inquiry

Literature review

Continued revising and editing to written work, with opportunities for feedback and multiple drafts of the written research project reviewed before the deadline.

LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate: Bilingual Extension Birth-grade 6
Hegis Number: 0899.00
Program Code: TBD
Effective Term: Fall 2022

1. **Type of Change:** New Advanced Certificate program leading to a NYS Bilingual Extension for teachers holding Birth-grade 6 certifications.

2. **Description:**
Advanced Certificate: Bilingual Extension Birth-grade 6 (12 credits)

This program is designed for Bilingual Teachers who hold New York State Birth-grade 6; who are proficient in English and in a home language other than English; and who seek a bilingual extension to teach their certification area in both languages.

Admission Requirements:

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State early childhood or childhood teacher certification grades Birth to grade 6.
- One (1) letter of recommendation.
- Demonstrate proficiency in English and in the home language other than English by completing an interview and career essays in both languages.
- Have successfully completed a course in multicultural perspectives (at least 3 credits). *Candidates may take ESC 769 or another course selected in consultation with the adviser to meet this requirement*.
- Meet additional Department, College, and State requirements, if any.

Program of Study:

Certificate Requirements
Students must consult with an adviser in the Advanced Certificate: Bilingual Extension Birth-Grade 6 program before beginning their studies. During their first semester,

matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum as outlined below. Candidates for the bilingual extension Birth – Grade 6 are expected to pass the Bilingual Education Assessment (BEA) before completing nine (9) program credits or the first two semesters of matriculation.

Curriculum
Bilingual Extension: Early Childhood/Childhood General Education, Birth – grade 6:
EDC/ EDE 709 (3), EDE/EDC 727 (3), EDE/EDC 738 (3), EDE/EDC 739 (3)
TOTAL: 12 crs.

3. **Rationale:**
We propose the Advanced Certificate: Bilingual Extension Birth-grade 6 to equip early childhood and childhood educators to teach in bilingual programs and meet the social and pedagogical needs of multilingual children in their classrooms.

4. **Date of Departmental Approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title and description

2. **From:**

Department (s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDC 709
Course Title	Multilingualism in the Classroom, Birth to Grade ~~Six~~
Description	Sociolinguistic and psycholinguistic foundations and theories of language ~~acquisition~~ for multilingual children. ~~Study of educational policy and school programming for emergent bilingual learners Birth to Grade Six~~. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. ~~F~~ifteen hours of fieldwork with~~ English learners is required.~~
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	X Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ___Scientific World

3. **To:**

Department(s)	Early Childhood & Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix& Number	EDC 709
Course Title	Multilingualism in the Classroom, Birth to Grade 6
Description	Sociolinguistic and psycholinguistic foundations and theories of language development for bilingual/multilingual children from birth to grade 6. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. Analysis of who multilingual learners are, the historical and political contexts of bilingual education in the United States, education policy, and characteristics of programs available to multilingual learners. Note: This course requires fifteen hours of fieldwork with Multilingual Learners (MLLs).
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g.Writing Intensive, WAC,etc)	NA

General Education Component	_X_ Not Applicable. __ Required ___ English Composition ___ Mathematics ___ Science __ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

4. **Rationale:**
The change in course title is to align title with other titles of courses (change from “six” to “6”). The changes in course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bilingualism/multilingualism and its connection to academic learning, prompting educators to adopt bilingual strategies and approaches even in the English-medium class.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE

OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title and description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 709
Course Title	Multilingualism in the Classroom, Birth to ~~Sixth~~ Grade
Description	Sociolinguistic and psycholinguistic foundations and theories of language ~~acquisition~~ for multilingual children. ~~Study of educational policy and school programming for emergent bilingual learners Birth to Grade Six~~. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. ~~F~~ifteen hours of fieldwork with ~~English learners is required.~~
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X_ Not Applicable __ Required ___ English Composition ___ Mathematics ___ Science __ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression

	___Individual and Society ___Scientific World

3. **To:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 709
Course Title	Multilingualism in the Classroom~~:~~ Birth to Grade 6
Description	Sociolinguistic and psycholinguistic foundations and theories of language development for bilingual/multilingual children from birth to sixth grade. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. Analysis of who multilingual learners are, the historical and political contexts of bilingual education in the United States, education policy, and characteristics of programs available to multilingual learners. Note: This course requires fifteen hours of fieldwork with Multilingual Learners (MLLs).
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X_ Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ___Scientific World

4. **Rationale:**
The change in course title is to align title with other titles of courses (change from “six” to “6”). The changes in course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bilingualism/multilingualism and its connection to academic learning, prompting educators to adopt bilingual strategies and approaches even in the English-medium class.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, pre/corequisites

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDC 727
Course Title	Teaching English as a ~~Second~~ Language (~~Pre-K to Grade 6)~~
Description	Methods and materials for teaching children ~~whose native language is not English and children~~ with special needs. Focus on ~~how~~ to teach content with an emphasis on English language arts, using English as a ~~Second~~ Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a ~~second~~ language ~~including children with disabilities.~~ This course requires 15 hours of fieldwork with children in ~~ESL~~ ~~classrooms. Notes: Required course for Bilingual Extension.~~
Pre/ Co Requisites	~~Competency Area I and Step 2; EDC 738/ EDE 738, EBS 701, and one of the following: EDC 739/ EDE 739 or EDC 733/ EDE 733.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g.Writing Intensive, WAC, etc)	NA

General Education Component	__X Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ___Scientific World

3. **To:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDC 727
Course Title	Teaching English as a New Language in School Settings (Preschool to grade 2)
Description	Methods and materials for teaching bilingual/multilingual/multicultural children including those with special needs who are learning English in school. Focus on ways to teach content with an emphasis on English language arts, using English as a new language methodologies. Attention on addressing the influence of child-rearing, language, cultural and community orientation, and prior schooling experiences on learning in a new language. This course requires 15 hours of fieldwork with children in ENL settings. Permission required.
Pre/ Co Requisites	Pre or Co-requisite EDE 709 or EBS 701
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	_X_ Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ___Scientific World

4. **Rationale:**
The change in course title is to align course with a program name change and to narrow focus of this course to the appropriate age range of children in Preschool to grade 2. The changes in course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bilingualism/multilingualism and its connection to the development of literacy skills in the English language and other languages of instruction. The prerequisite/corequisite of EDC 709 or EBS 701 was added to reflect current program expectations for students taking this course.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, pre/corequisites

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 727
Course Title	Teaching English as a ~~Second~~ Language (~~Pre-K to Grade 6)~~
Description	Methods and materials for teaching children ~~whose native language is not English and children~~ with special needs. Focus on how to teach content with an emphasis on English language arts, using English as a ~~Second~~ Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a ~~second~~ language~~ including children with disabilities.~~ This course requires 15 hours of fieldwork with children in ~~ESL classrooms. Notes Required course for Bilingual Extension.~~
Pre/ Co Requisites	~~Prerequisite Competency Area I and Step 2; EDC 738/ EDE 738, EBS 701, and one of the following: EDC 739/ EDE 739 or EDC 733/ EDE 733.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	X Not Applicable __ Required ___ English Composition ___ Mathematics ___ Science __ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

3. **To:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 727
Course Title	Teaching English as a New Language, Grades 1 to 6
Description	Methods and materials for teaching bilingual/multilingual/multicultural children including those with special needs who are learning English in school in first to sixth-grade classrooms. Focus on how to teach content with an emphasis on English language arts, using English as a new language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a new language. This course requires 15 hours of fieldwork with children in ENL settings. Permission required.
Pre/ Co Requisites	Pre or Co-requisite EDE 709 or EBS 701
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	_X_Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society __ Scientific World

4. **Rationale:**

The change in course title is to align course with a program name change and to narrow focus of this course to the appropriate age range of children in grades 1-6. The changes to course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bi/multilingualism and its connection to the development of literacy skills in the English language and other languages of instruction. The pre-requisite/corequisite of EDE 709 or EBS 701 was added to reflect current program expectations for students taking this course.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE

OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, pre/corequisites

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDC 738
Course Title	Literacy in Bilingual/~~Bicultural~~ Early Childhood Settings, Birth to Grade 2
Description	Exploration of ways that infants, toddlers, young bilingual, bicultural children, ~~and~~ children with special needs develop language and literacy in family, early care, and school settings. ~~A~~pproaches to literacy instruction and assessment ~~in both the native and second languages,~~ including use of media and technology within an integrated curriculum to meet ~~national, State standards, and the needs of children with disabilities. Visits to early childhood bilingual settings, action research, and the development of an academic portfolio. Ten hours of fieldwork required.~~
Pre/ Co Requisites	~~EDC 721, EDC 722 and SPE 703 or EBS 701.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	X Not Applicable __ Required ___ English Composition ___ Mathematics ___ Science __ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

3. **To:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDC 738
Course Title	Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
Description	Exploration of ways that infants, toddlers, young bilingual/multilingual, bicultural children, including children with special needs develop language and literacy in family, early care, and school settings. Exploration of approaches to literacy instruction and assessment in the languages of the school and the child's home, including use of media and technology within an integrated curriculum to meet both standards for learning and standards of program quality. Exploration of the cross-linguistic effects of language on literacy learning for bi/multilingual children. Exploration of instructional approaches that sustain bi/multilingualism. Note: Eighteen hours of fieldwork in bilingual settings is required. Permission required.
Pre/ Co Requisites	Pre or Co-requisite EDC 709 or EBS 701
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X_ Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society

4. **Rationale:**
The changes to course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bi/multilingualism and its connection to the development of literacy skills in the English language and other languages of instruction. Changes also reflect the expectation that the educator with a Bilingual Extension also works to sustain students' bilingualism and biliteracy. There is an increase in fieldwork hours from 10 to 18 in compliance with NYSED regulation. The prerequisite/corequisite of EDC 709 or EBS 701 was added to reflect current program expectations for students taking this course.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE

OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title, description and pre/corequisites

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 738
Course Title	Learning and Teaching Literacy in Bilingual/~~Bicultural~~ Childhood Settings: Grades 1 to 6
Description	Exploration of ~~the diverse~~ ways that bilingual, bicultural children ~~and~~ children with special needs develop language and literacy in ~~family, neighborhood, and~~ school settings. ~~Study of approaches to literacy, and assessment and instructional strategies in both the native and second languages, through media and technology as appropriate within an integrated curriculum to meet State and national standards, and the needs of children with disabilities. The course requires visits to childhood bilingual settings, action research, and the development of an academic portfolio. Ten hours of fieldwork required.~~
Pre/ Co Requisites	~~Prerequisite EDE 721, EDE 722. Co-Requisite EDE 739~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	X Not Applicable __ Required ___ English Composition ___ Mathematics ___ Science __ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

3. **To:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 738
Course Title	Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
Description	Exploration of ways that elementary school bilingual/multilingual, bicultural children, including children with special needs develop language and literacy in school settings. Exploration of approaches to literacy instruction and assessment in the languages of the school and the child's home, including use of media and technology within an integrated curriculum to meet both standards for learning and standards of program quality. Exploration of the cross-linguistic effects of language on literacy learning for bi/multilingual children. Exploration of instructional approaches that sustain bi/multilingualism. Note: Eighteen hours of fieldwork in bilingual settings is required. Permission required.
Pre/ Co Requisites	Pre or Co-requisite EDE 709 or EBS 701
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No

Course Attribute (e.g.Writing Intensive, WAC, etc)	NA
General Education Component	_X_Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ___Scientific World

4. **Rationale:**
These changes in course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bilingualism/multilingualism and its connection to the development of literacy skills in the English language and other languages of instruction. Changes also reflect the expectation that the educator with a Bilingual Extension also works to sustain students' bilingualism and biliteracy. There is an increase in fieldwork hours from 10 to 18 in compliance with NYSED regulation. The corequisite/prerequisite of EDE 709 or EBS 701 was added to reflect current program expectations for students taking this course.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, pre/corequisites

2**. From:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDC 739
Course Title	Social Studies Concept Development in Bilingual/~~Bicultural~~ Early Childhood Settings, Birth to Grade2
Description	Exploration of ways infant, toddlers, and young bilingual, ~~bicultural~~ children ~~and~~ children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies concepts, assessment, and instruction in both the ~~native and second languages,~~ including use of media and technology within an integrated curriculum to meet ~~national and State standards, and the needs of children with disabilities. Visits to early childhood bilingual settings, action research, and the development of an academic portfolio~~. ~~Ten~~ hours of fieldwork required. ~~Notes Required course for Bilingual Extension.~~
Pre/ Co Requisites	~~Prerequisite EDC 721, EDC 722 and SPE 703 or EBS 701.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	X Not Applicable __ Required ___ English Composition ___ Mathematics ___ Science __ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

3. **To:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix& Number	EDC 739
Course Title	Social Studies Concept Development in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
Description	Exploration of ways infant, toddlers, and young bilingual/multilingual children including children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies concepts, assessment, and instruction in both the home language and the new language, including use of media and technology within an integrated curriculum to meet standards for learning. Approaches for sustaining bilingualism and biliteracy. Note: Eighteen hours of fieldwork in a bilingual setting is required. Permission required.
Pre/ Co Requisites	Co / Pre-requisite EDC 709 or EBS 701
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	_X_Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ____Scientific World

4. **Rationale:**
The changes to both course title and course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bilingualism/multilingualism and its connection to the development of literacy skills in the English language and other languages of instruction. Changes also reflect the expectation that the educator with a Bilingual Extension also works to sustain students' bilingualism and biliteracy. There is an increase in fieldwork hours from 10 to 18 in compliance with NYSED regulation. The corequisite / pre-requisite of EDC 709 or EBS 701 was added to reflect current program expectations for students taking this course.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, pre/corequisites

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 739
Course Title	Learning and Teaching Social Studies in Bilingual/~~Bicultural~~ Childhood Settings~~:~~ Grades 1 to 6
Description	Exploration of ~~the diverse~~ ways ~~that~~ bilingual/~~bicultural~~ children ~~and~~ children with special needs develop an understanding of basic human needs and interdependence in family, neighborhood, and school settings. ~~Study of a~~pproaches to social studies~~, and assessment and instructional strategies in both the native and second languages, through~~ media and technology ~~as appropriate~~ within an integrated curriculum to meet ~~State and national standards, and the needs of children with disabilities~~. ~~The course requires visits to childhood bilingual settings, action research, and the development of an academic portfolio. Ten~~ hours of fieldwork required.
Pre/ Co Requisites	~~Prerequisite EDE 721, EDE 722.~~ ~~Corequisite EDE 738.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	_X_Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ___Scientific World

3. **To:**

Department(s)	Early Childhood and Childhood Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Bilingual Education
Course Prefix & Number	EDE 739
Course Title	Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
Description	Exploration of ways bilingual/multilingual children including children with special needs develop an understanding of basic human needs and interdependence in family, neighborhood and school settings. Exploration of approaches to social studies instruction and assessment in the languages of the school and the child's home, including use of media and technology within an integrated curriculum to meet standards for learning. Approaches for sustaining bilingualism and biliteracy. Note: Eighteen hours of fieldwork in a bilingual setting is required. Permission required.
Pre/ Co Requisites	Co / Pre-requisite EDE 709 or EBS 701
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	_X_ Not Applicable __Required ___English Composition ___Mathematics ___Science __Flexible ___World Cultures ___US Experience in its Diversity ___Creative Expression ___Individual and Society ___Scientific World

4. **Rationale:**
The changes to course title and course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bi/multilingualism and its connection to the development of literacy skills in the English language and other languages of instruction. Changes also reflect the expectation that the educator with a Bilingual Extension also works to sustain students' bilingualism and biliteracy. There is an increase in fieldwork hours from 10 to 18 in compliance with NYSED regulation. The corequisite / pre-requisite of EDE 709 or EBS 701 was added to reflect current program expectations for students taking this course.

5. **Date of departmental approval:** October 6, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Human Performance and Fitness, M.S.
Hegis Number: 1299.30
Program Code: 39966
Effective Term: Fall 2022

1. **Type of Change:** Change in Elective Courses

2. **From:**
Human Performance and Fitness, M.S. Program

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

Admission Requirements
The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise

science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.
- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant's preparation for master's work and interest in pursuing a career in the fitness field.

Degree Requirements

Option 1: Thesis

Core Courses (18 Credits)

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

Elective Courses (9 Credits)

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 670 Research Practicum in Applied Exercise Science	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3

Thesis (6 Credits)

	Credits
EXS 790 Thesis Workshop 1	3

EXS 791 Thesis Workshop 2 3

Option 2: Capstone Project

Core Courses (18 Credits)

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

Elective Courses 12 Credits

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 670 Research Practicum in Applied Exercise Science	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3

Capstone Project (3 Credits)

	Credits
EXS 795 Capstone Project Workshop	3

3. **To:**
Human Performance and Fitness, M.S. Program

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

Admission Requirements
The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.
- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant's preparation for master's work and interest in pursuing a career in the fitness field.

Degree Requirements

Option 1: Thesis

Core Courses (18 Credits)

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

Elective Courses (9 Credits)

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 670 Research Practicum in Applied Exercise Science	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3
HEA 600 Biostatistics	3

Thesis (6 Credits)

	Credits
EXS 790 Thesis Workshop 1	3
EXS 791 Thesis Workshop 2	3

Option 2: Capstone Project

Core Courses (18 Credits)

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

Elective Courses 12 Credits

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 670 Research Practicum in Applied Exercise Science	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3
HEA 600 Biostatistics	3

Capstone Project (3 Credits)

	Credits
EXS 795 Capstone Project Workshop	3

4. **Rationale:**
Knowledge of biostatistics is important for students in the MS/ Human Performance and Fitness program to draw proper inferences from research data. Additional elective courses are needed for students to have a breadth of knowledge that suits their aspirations, and thus allowing students the ability to take biostatistics would be beneficial. The course is already offered in HEA and its learning objectives match those needed by MS/ Human Performance and Fitness students, so there is not a need to create a separate EXS course.

5. **Date of departmental approval:** 10/06/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate: Bilingual Extension grades 5-12
Hegis Number: 0899
Program Code: TBD
Effective Term: Fall 2022

1. **Type of Change:** *New Advanced Certification program leading to a NYS Bilingual Extension for teachers holding grades 5-12 certification.*

2. **Description:**
Advanced Certificate: Bilingual Extension grades 5-12 (12 Credits)

This program is designed for teachers who hold New York State secondary teacher certification grades 5-12; who are proficient in English and in a home language other than English; and who seek a bilingual extension to teach their certification area in both languages.

Admission Requirements

1. A bachelor's degree (or its equivalent) from an accredited college or university.
2. An undergraduate or master's degree index of at least 3.0.
3. New York State secondary teacher certification grades 5-12.
4. One (1) letter of recommendation
5. Demonstrate proficiency in English and in the home language other than English by completing an interview and career essays in both languages.
6. Have successfully completed a course in multicultural or cultural perspectives (at least 3 credits). *Candidates may take ESC 769 or another course selected in consultation with the adviser to meet this requirement*.
7. Meet additional Department, College, and State requirements, if any.

Certificate Requirements
Students must consult with an adviser in the Bilingual Extension grades 5-12 program before beginning their studies. During their first semester, matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum outlined below. Candidates for the Bilingual Extension grades 5-12 are expected to pass the Bilingual Education Assessment (BEA) before completing nine (9) program credits or the first two semesters of matriculation.

Curriculum
Bilingual Extension: Middle and High School Education, Grades 5-12

ESC 757 (3), ESC 759 (3), ESC 761 (3), ESC 763 (3)
TOTAL: 12 crs.

3. **Rationale:**
We propose the Advanced Certificate: Bilingual Extension grades 5-12 to equip bilingual secondary teachers to teach in bilingual programs and meet the social and pedagogical needs of multilingual learners in content area classrooms.

4. **Date of departmental approval**: October 4, 2021

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 MSEd
Hegis Number: 1501.01 (Sequences 1-3)
Hegis Number: 0899.50 (Sequence 4)
Program Code: 25803 (Sequences 1-3)
Program Code: 25802 (Sequence 4)
Effective Term: Fall 2022

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

2. **From:**
English Education M.S.Ed. Program

This program is designed for students seeking a master's degree in English Education, grades 7-12. ~~Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will also be eligible to receive both Initial and Professional Certification to teach English in New York State in Grades 7-12. Applicants will apply to one of the 4 following sequences based on their qualifications:~~
Sequence 1 (30 crs.): Candidates already certified in English Education 7-12.
Sequence 2 (~~32-36~~ crs.): Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.
Sequence 3 (~~40-45~~ crs.): Candidates ~~who seek~~ initial ~~New York State~~ certification in English Education 7-12 but who lack any coursework in education.
Sequence 4 (~~38~~ crs.): Transitional B candidates ~~who seek~~ initial ~~New York State~~ certification in English Education 7-12.

~~English Education~~ 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.
- 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 Sequence 4 only,~~ possess Transitional B ~~certificate in Teaching English grades 7-12.~~

- 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.
- ~~Submit a~~ 500-word essay ~~outlining career goals.~~
- ~~Submit two to three~~ letters of recommendation.
- ~~Participate in an individual~~ interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

English Education Degree Requirements

~~Students must consult with an adviser in the M.S Ed program in English Education before starting their master's program. During their first semester, matriculated students are required to plan their program with a program adviser. All students will complete one of the following sequences: Sequence 1 (30 crs.), Sequence 2 (32-36 crs.); Sequence 3 (40-45 crs.) or Sequence 4 (38 crs.).~~

Sequence 1 (30 crs.):

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

Methods of Teaching English in Middle and High School (15-18 crs):

		Credits
ESC 522	Teaching English in Middle and High School	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 725	Teaching English Grammar	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 720	Reading and Reading Materials for Adolescents	3
~~ESC 722~~	~~Teaching Communication Skills in the Content Areas~~	~~3~~

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

English Electives (9-12 credits):

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

~~*ESC 708: Culminates in an approved curriculum project.*~~

Sequence 2 (~~31-36~~ crs.):
Candidates seeking initial certification who have met core education requirements.

Methods of Teaching English in Middle and High School (15-18 crs):

		Credits
ESC 522	Teaching English in Middle and High School	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 725	Teaching English Grammar	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 772	Evaluation and Assessment of Student Learning	3

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

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

~~*ESC 708: Culminates in an approved curriculum project.*~~

Student Teaching or Teaching Internship (~~4-6~~ crs):

Teaching Internship

		Credits
ESC 595	Internship in Classroom Teaching	1-3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

or

Student Teaching

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 3 (~~40-45~~ crs.):
Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

Core Education (~~15~~ credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
~~ESC 522~~	~~Teaching English in Middle and High School~~	~~3~~

~~*ESC 506: Or the equivalent.*~~

Methods of Teaching English in Middle and High School (9 credits):
Selected from:

		Credits
ESC 720	Reading and Reading Materials for Adolescents	3
ESC 721	Literature for Middle and High School Students	3
~~ESC 722~~	~~Teaching Communication Skills in the Content Areas~~	~~3~~

ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 772	Evaluation and Assessment of Student Learning	3
ESC 725	Teaching English Grammar	3

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

~~*ESC 708: Culminates in an approved curriculum project.*~~

Student Teaching or Teaching Internship (~~5-6~~ crs):

Teaching Internship

		Credits
ESC 595	Internship in Classroom Teaching	1-3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

or

Student Teaching

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 4 (~~38~~ crs.):
~~Teachers~~ who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

Core Education (12 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
~~ESC 522~~	~~Teaching English in Middle and High School~~	~~3~~

~~*ESC 506: Or the equivalent.*~~

Methods of Teaching English in Middle and High School (~~9~~ credits):
Selected from:

		Credits
ESC 720	Reading and Reading Materials for Adolescents	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 772	Evaluation and Assessment of Student Learning	3
ESC 725	Teaching English Grammar	3

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

~~*ESC 708: Culminates in an approved curriculum project.*~~

Teaching Internship (5 credits):

		Credits

ESC 595	Internship in Classroom Teaching	1-3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

~~Additional Requirements for Initial and Professional Certification in English Education 7-12.~~

~~All candidates must take the English Language Arts Content Specialty Test (CST) by the end of their second semester in the program. Candidates who do not pass the exam before completing half of their program credits may be asked to take additional English courses.~~

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), Teacher Performance Assessment (edTPA), and English CST ~~(teachers who were certified prior to April 30, 2014, only present passing scores on the English CST);~~ and (c) demonstrate successful completion of a liberal arts and sciences core. ~~Please see advisor for more information.~~

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

3. **To:**

English Education M.S.Ed. Program (Fulfills the academic requirements for Initial and Professional Certifications.)

This program offers six 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.

Sequence 1 (30 crs.): Candidates already certified in English Education 7-12.

Sequence 2 (30 crs.): Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.

Sequence 3 (35-36 crs.): Candidates seeking initial certification in English Education 7-12 but who lack any coursework in education.

Sequence 4 (35 crs.): Alternative Transitional B candidates seeking initial certification in English Education 7-12.

Sequence 5 (**39 crs**.): Candidates seeking dual certification in English Education 7-12 Students with Disabilities (SWD) certification.

Sequence 6 (42 crs.): Alternative Transitional B candidates seeking dual certification in English Education 7-12 and SWD 7-12 Generalist.

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.
- 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 4 and 6, possess Transitional B license from New York State.
- 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.
- 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.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements

Sequence 1 (30 crs.): English Content Intensive for Certified Teachers
Candidates who are already certified in English Education 7-12.

Methods of Teaching English in Middle and High School (15-18 crs):

		Credits
ESC 522	Teaching English in Middle and High School	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 725	Teaching English Grammar	3

ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 720	Reading and Reading Materials for Adolescents	3

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

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Sequence 2 (<u>30</u> crs.): <u>Undergraduate Education Minor Option</u>
Candidates seeking initial certification who have met core education requirements.

Methods of Teaching English in Middle and High School (15-18 crs):

		Credits
ESC 522	Teaching English in Middle and High School	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 725	Teaching English Grammar	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 772	Evaluation and Assessment of Student Learning	3

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

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Student Teaching or Teaching Internship (6 crs):

Teaching Internship

		Credits
ESC 595	Internship in Classroom Teaching	1-3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

or

Student Teaching

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 3 (35-36 crs.): English Undergraduate Major Option
Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

Core Education (12 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 506	Teaching Students with Disabilities	3

Methods of Teaching English in Middle and High School (12 credits):
Selected from:

		Credits
ESC 522	Teaching English in Middle and High School	3

ESC 720	Reading and Reading Materials for Adolescents	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 772	Evaluation and Assessment of Student Learning	3
ESC 725	Teaching English Grammar	3

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Student Teaching or Teaching Internship (5-6 crs):

Teaching Internship

		Credits
ESC 595	Internship in Classroom Teaching	1-3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

or

Student Teaching

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 4 (35 crs.): 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 (12 credits):

		Credits
ESC 790	Workshop in Curriculum Materials	3
ESC 501	Psychological Foundations of Education	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 506	Teaching Students with Disabilities	3

Methods of Teaching English in Middle and High School (12 credits):
Selected from:

		Credits
ESC 522	Teaching English in Middle and High School	3
ESC 720	Reading and Reading Materials for Adolescents	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 772	Evaluation and Assessment of Student Learning	3
ESC 725	Teaching English Grammar	3

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Teaching Internship (5 credits):

		Credits
ESC 595	Internship in Classroom Teaching	1-3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 5: Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option (39 credits)

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.

• Foundations Core (21 credits): EDS 780 (3), EDS 712 (3), EDS 714 (3), EDS 716 (3), EDS 741 (3), EDS 743 (3), and ESC 529 (3)

• Pedagogical Core (12 credits): ESC 522 (3), ESC 724 (3), ESC 540 (3), and ESC 541 (3)

• Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

		Credits
EDS 780	Adolescent Development	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
EDS 716	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 522	Teaching English in Middle and High School in Middle and High School	3
ESC 724	Methods of Teaching Writing in Middle and High School	3

ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms	3

In addition to the requirements above, Sequence 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.

Sequence 6: Trans B Alternative Dual Certification in English Language Arts 7-12 and Students with Disabilities, Generalist, Grades 7-12 (42 credits)

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.

- Introductory Core (9 credits): ESC 790 (3), EDS 780 (3), and EDS 743 (3)
- Foundations Core (12 credits): EDS 714 (3), EDS 740 (3), EDS 743 (3), and ESC 529 (3)
- Pedagogical Core (15 credits): EDS 716 (3), ESC 522 (3), ESC 724 (3), ESC 540 (3), and ESC 541 (3)
- Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

		Credits
ESC 790	Workshop in Curriculum Materials	3
EDS 780	Adolescent Development	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3

EDS 716	EDS 716: Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 522	Teaching English in Middle and High School	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms	3

Additional Certification Requirements:

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), Teacher Performance Assessment (edTPA), 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

4. **Rationale:**

The new sequences remove many barriers preventing students from earning a second certification in Students with Disabilities (SWD) Generalist Grades 7-12 including significantly reducing the aggregate amount of credits and eliminates an additional semester of the student teaching experience. From the supply perspective, it most likely will become the flagship sequence because of the critical shortage of SWD teachers especially in the Bronx. From the demand side, potential candidates often ask about earning the additional certification, but few actually accomplish this goal because of the high barriers.

In Sequence 4, the addition of ESC 790 allows Lehman faculty to serve as initial teaching mentors to qualified candidates pursuing the Transitional B license rather than relying on external programming to meet the mentored teaching requirement.

In Sequences 2-4, the number of graduate credits taken in the English Department has been reduced to three credits (one course). Candidates come to our programs having already met the required number of credits in English for certification. Reducing the total number of credits for these sequences makes them more streamlined and will support recruitment efforts.

Lastly, select course titles are being updated to align with the approved course revisions. All other changes are for the sake of clarity and do not change the program:

- ESC 522 has been moved to the Methods section throughout to make the sequences more parallel. (Previously, it was listed in “Core Education” in some sequences and “Methods in others.) This change is simply for clarity and does not impact program requirements.
- ESC 722 has been removed as a Methods course offering. It has not been offered by our program for a number of years.
- We have removed redundant language about ESC 506 in Sequences 2-4. It is clear from the Admissions requirements and the sequence outlines that all require ESC 506 or its equivalent, ESC 463.
- Sequences 1-4 have been given labels for clarity (e.g. Undergraduate Education Minor Option)
- Some Admissions language has been adjusted for brevity, consistency, and clarity without changing program requirements.
- Information has also been added on additional Advanced Certificate options.

5. **Date of departmental approval:** 10/20/2021

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 M.S.Ed. Program
Hegis Number: 0834
Program Code: 25791; 25790
Effective Term: Fall 2022

1. **Type of Change**: Additional Sequence, Degree Requirements

2. **From**:
~~**Science Education M.S.Ed. Program**~~

~~This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State Initial Certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, earth science, general science, and physics.~~

~~To be eligible for the Science Education Master's Program, potential students must fall into one of the following categories:~~

~~Sequence 1: For candidates who have, or are eligible for, Initial Certification in subjects other than science and who seek certification as science teachers.~~

~~Sequence 2: For candidates who have completed at least 36 credits in biology, chemistry, geology, or physics, but who lack professional education coursework and who seek Initial Certification.~~

~~Sequence 3: For candidates who hold a valid Transitional B certificate in biology, chemistry, earth science, general science, or physics, Grades 7-12, from New York State.~~

Science Education 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. For Sequence 1 admission: An undergraduate science major or the equivalent and ~~a minor in middle and high school education or the equivalent.~~
5. For Sequence 2 ~~and 3~~ 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.

6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.
9. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Science Education Degree Requirements

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.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

Sequence 1 ~~(33-36 credits)~~

Core Education Sequence (3-6 credits):

		Credits
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 519	Teaching Science in Middle and High School	3

ESC 519: Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification.

Curriculum and Instruction (12 credits):

		Credits
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
~~ESC 755~~	~~Teaching the Historical Development of Science~~	3
	Or	

ESC 595	Internship in Classroom Teaching	~~1-3~~
	And	
~~ESC 611~~	~~Teaching Internship Seminar in Secondary Education~~	~~1~~
ESC 767	~~The Museum as a Resource for Teaching Science~~	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	~~1-3~~

ESC 767: Or equivalent.

Research and Culmination Projects (6 credits):

		Credits
ESC 705	Methods of Educational Research	3
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
ESC 705	Methods of Educational Research	3
	And	
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Graduate Science Content (12 credits):

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:

Biology:

		Credits
BIO 501	Topics in Genetics	4
BIO 502	Topics in Economic Botany	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3

CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3
AST 601	Astronomy of Solar Systems	4

Physics:

		Credits
PHY 601	Advanced General Physics	3
PHY 605	Physics for Teachers	4
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

Sequence 2 (42-48 credits)

Core Education Sequence (18 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
	Or	
ESC 713	Restorative Practices & Restorative Justice	3
ESC 519	Teaching Science in Middle and High School	3
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Curriculum and Instruction (12 credits):

		Credits

ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 536	Teaching Technology Subjects in Middle and High School	3
	Or	
ESC 537	Principles of Computer Science Education I	3
ESC 767	~~The Museum as a Resource for Teaching Science~~	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	~~1-3~~

Research and Culmination Projects (6 credits):

		Credits
ESC 705	Methods of Educational Research	3
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
ESC 705	Methods of Educational Research	3
	And	
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Graduate Science Content (6-12 credits):

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:

Biology:

		Credits
BIO 501	Topics in Genetics	4
BIO 502	Topics in Economic Botany	4

Chemistry:

		Credits

CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3
AST 601	Astronomy of Solar Systems	4

Physics:

		Credits
PHY 601	Advanced General Physics	3
PHY 605	Physics for Teachers	4
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

Sequence 3 ~~(37-39 credits)~~

Core Education Sequence ~~(13 credits):~~

		Credits
~~ESC 501~~	~~Psychological Foundations of Education~~	~~3~~
~~ESC 502~~	~~Historical Foundations of Education: A Multicultural Perspective~~	~~3~~
ESC 519	Teaching Science in Middle and High School	3
ESC 789	Independent Study in Curriculum Development	1-3
~~ESC 595~~	~~Internship in Classroom Teaching~~	~~1-3~~
	~~Or~~	
ESC 596	Student Teaching in the Middle and High School Grades	3

Curriculum and Instruction (~~12 credits):~~

		Credits
~~ESC 506~~	~~Special Needs Education in TESOL and Secondary Settings~~	~~3~~

ESC 536	Teaching Technology Subjects in Middle and High School	3
ESC 767	~~The Museum as a Resource for Teaching Science~~	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	~~1-3~~

ESC 536: Or equivalent.
ESC 767: Or equivalent.

Research and Culmination Projects ~~(3 credits):~~

		Credits
ESC 705	Methods of Educational Research	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Graduate Science Content (6-8 credits):

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:

Biology:

		Credits
BIO 611	Problems in Microbiology	3
BIO 612	Plant Growth and Development	4
BIO 618	Problems in Ecology	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3

Physics:

		Credits
PHY 601	Advanced General Physics	3
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

General Science:

		Credits
BIO 618	Problems in Ecology	4
CHE 542	Advanced Inorganic Chemistry	3
GEO 501	Earth Processes	3
PHY 601	Advanced General Physics	3

3. **To**:

Science Education M.S.Ed. Program

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 (SWD) 7-12 Generalist.

Sequence 1 is for candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification. Sequence 2 is for candidates with an undergraduate science major but who lack professional education coursework and who seek initial certification. Sequence 3 is for candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification. Sequence 4 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 is for candidates with an undergraduate science major seeking alternative Trans B certification in Science Education 7-12. Sequence 6 is for applications seeking alternative Trans B dual certification in Science Education 7-12 and SWD 7-12 Generalist.

Science Education 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. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.
9. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Science Education Degree Requirements

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.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

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

Core Education Sequence (3-6) credits)
Curriculum and Instruction (11-12 credits)
Research and Culmination Projects (6 credits)
Graduate Science Content (12 credits)

Core Education Sequence (3-6 credits):

		Credits
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 519	Teaching Science in Middle and High School	3

ESC 519: Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification.

Curriculum and Instruction (11-12 credits):

		Credits
ESC 506	Teaching Students with Disabilities	3
ESC 713	Restorative Practices & Restorative Justice	3
	Or	
ESC 595	Internship in Classroom Teaching	2
ESC 767	An introduction to the use of the museum as a resource for teaching and learning science	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3

ESC 767: Or equivalent.

Research and Culmination Projects (6 credits):

		Credits
ESC 705	Methods of Educational Research	3
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
ESC 705	Methods of Educational Research	3
	And	
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Graduate Science Content (12 credits):

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:

Biology:

		Credits
BIO 501	Topics in Genetics	4
BIO 502	Topics in Economic Botany	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3
AST 601	Astronomy of Solar Systems	4

Physics:

		Credits
PHY 601	Advanced General Physics	3
PHY 605	Physics for Teachers	4
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

Computer Science

		Credits
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
CMP 566	Computer Thinking for Educators	3

Sequence 2 (42-48 credits): *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.*

Core Education Sequence (18 credits)
Curriculum and Instruction (12 credits)
Research and Culmination Projects (6 credits)
Graduate Science Content (6-12 credits)

Core Education Sequence (18 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
	Or	
ESC 713	Restorative Practices & Restorative Justice	3
ESC 519	Teaching Science in Middle and High School	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Curriculum and Instruction (12 credits):

		Credits
ESC 506	Teaching Students with Disabilities	3
ESC 536	Teaching Technology Subjects in Middle and High School	3
	Or	
ESC 537	Principles of Computer Science Education I	3

ESC 767	An introduction to the use of the museum as a resource for teaching and learning science	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3

Research and Culmination Projects (6 credits):

		Credits
ESC 705	Methods of Educational Research	3
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
ESC 705	Methods of Educational Research	3
	And	
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Graduate Science Content (6-12 credits):

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:

Biology:

		Credits
BIO 501	Topics in Genetics	4
BIO 502	Topics in Economic Botany	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3

GEO 503	Geologic Field Methods	3
AST 601	Astronomy of Solar Systems	4

Physics:

		Credits
PHY 601	Advanced General Physics	3
PHY 605	Physics for Teachers	4
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

Computer Science

		Credits
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
CMP 566	Computer Thinking for Educators	3

Sequence 3 (31-35 credits). *For candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.*

Core Education Sequence (10-12 credits)
Curriculum and Instruction (9 credits)
Research and Culmination Projects (6 credits)
Graduate Science Content (6-8 credits)

Core Education Sequence (10-12 credits):

		Credits
ESC 519	Teaching Science in Middle and High School	3
ESC 789	Independent Study in Curriculum Development	1-3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Curriculum and Instruction (9 credits):

		Credits
ESC 536	Teaching Technology Subjects in Middle and High School	3
ESC 767	An introduction to the use of the museum as a resource for teaching and learning science	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3

ESC 536: Or equivalent.
ESC 767: Or equivalent.

Research and Culmination Projects (6 credits):

		Credits
ESC 705	Methods of Educational Research	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Graduate Science Content (6-8 credits):

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:

Biology:

		Credits
BIO 611	Problems in Microbiology	3
BIO 612	Plant Growth and Development	4
BIO 618	Problems in Ecology	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits

GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3

Physics:

		Credits
PHY 601	Advanced General Physics	3
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

General Science:

		Credits
BIO 618	Problems in Ecology	4
CHE 542	Advanced Inorganic Chemistry	3
GEO 501	Earth Processes	3
PHY 601	Advanced General Physics	3

Computer Science

		Credits
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
CMP 566	Computer Thinking for Educators	3

Sequence 4: Dual Certification Science Education and Teaching Students with Disabilities Generalist Grades 7-12 (43-45 credits): *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.*

Foundations Core (21 credits)
Curriculum and Instruction (10-12 credits)
Student Teaching (6 credits)
Graduate Science Content (6 credits)

Foundations Core (21 credits):

		Credits

EDS 780	Introduction to the Learning Sciences	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
EDS 716	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3

Curriculum and Instruction (12 credits):

		Credits
ESC 519	Teaching Science in Middle and High School	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	1-3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3

Student Teaching (6 credits):

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

Graduate Science Content (6 credits):

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:

Biology:

	Credits

BIO 501	Topics in Genetics	4
BIO 502	Topics in Economic Botany	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3
AST 601	Astronomy of Solar Systems	4

Physics:

		Credits
PHY 601	Advanced General Physics	3
PHY 605	Physics for Teachers	4
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

Computer Science

		Credits
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
CMP 566	Computer Thinking for Educators	3

Sequence 5: Trans B Alternative Certification in Science Education 7-12 Sequence (36-41 credits). *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.*

Core Education Sequence (15-18 credits)
Curriculum and Instruction (12 credits)
Research and Culmination Projects (3 credits)
Graduate Science Content (6-8 credits)

Core Education Sequence (15-18 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
	or	
ESC 713	Restorative Practices & Restorative Justice	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 519	Teaching Science in Middle and High School	3
ESC 789	Independent Study in Curriculum Development	1-3
ESC 595	Internship in Classroom Teaching	2
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3

Curriculum and Instruction (12 credits):

		Credits
ESC 506	Teaching Students with Disabilities	3
ESC 536	Teaching Technology Subjects in Middle and High School	3
ESC 767	An introduction to the use of the museum as a resource for teaching and learning science	3

ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3

ESC 536: Or equivalent.
ESC 767: Or equivalent.

Research and Culmination Projects (3 credits):

		Credits
ESC 705	Methods of Educational Research	3

Graduate Science Content (6-8 credits):
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:

Biology:

		Credits
BIO 611	Problems in Microbiology	3
BIO 612	Plant Growth and Development	4
BIO 618	Problems in Ecology	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3

Physics:

		Credits
PHY 601	Advanced General Physics	3
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

General Science:

		Credits
BIO 618	Problems in Ecology	4
CHE 542	Advanced Inorganic Chemistry	3

GEO 501	Earth Processes	3
PHY 601	Advanced General Physics	3

Computer Science

		Credits
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
CMP 566	Computer Thinking for Educators	3

Sequence 6: Trans B Alternative Dual Certification in Science Education 7-12 and Students with Disabilities, Generalist. Grades 7-12 (48-50 credits)

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.

Introductory Core (9 credits)
Foundations Core (12 credits)
Pedagogical Core (15 credits)
Student Teaching (6 credits)
Graduate Science Content (6 credits)

Introductory Core (9 credits)

		Credits
ESC 790	Workshop in Curriculum Materials	3
EDS 780	Adolescent Development	3
EDS 743	Behavioral Assessment, Management and Change	3

Foundations Core (12 credits)

		Credits
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3

EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 712	The Adolescent with Disabilities	
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3

Pedagogical Core (15 credits)

		Credits
EDS 716	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3
ESC 519	Methods of Teaching Science in Secondary Schools: Selected Topics	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3

Student Teaching (6 credits)

		Credits
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms	3

Graduate Science Content (6-8 credits):

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:

Biology:

		Credits
BIO 501	Topics in Genetics	4
BIO 502	Topics in Economic Botany	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3
AST 601	Astronomy of Solar Systems	4

Physics:

		Credits
PHY 601	Advanced General Physics	3
PHY 605	Physics for Teachers	4
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

Computer Science

		Credits
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
CMP 566	Computer Thinking for Educators	3

4. **Rationale:**
The new sequences remove many barriers preventing students from earning a second certification in Students with Disabilities (SWD) Generalist Grades 7-12 including significantly reducing the aggregate amount of credits and eliminates an additional semester of the student teaching experience. From the supply perspective, it most likely will become the flagship sequence because of the critical shortage of SWD teachers especially in the Bronx. From the demand side, potential candidates often ask about earning the additional certification, but few actually accomplish this goal because of the high barriers.

Sequence 3 was revised to provide a pathway for initial certification for undergraduate science majors who previously completed an education minor or equivalent courses.

Four computer science courses were added as electives. Faculty members are collaborating on a Certificate in Computer Science Education that ultimately will be available to master's degree students.

Lastly, select course titles are being updated to align with the approved course revisions.

5. **Date of departmental approval:** 10/20/2021

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 Education, M.S.Ed. Program
Hegis Number: 1701.01; 0899.50
Program Code: 25827; 25826
Effective Term: Fall 2022

1. **Type of Change:** Admission requirements and graduate bulletin language, and additional sequence

2. **From:**

Mathematics Education~~, Middle Childhood Education (5-9) or Adolescent Education (7-12)~~ M.S.Ed. Program

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.

~~A. To be eligible for the Master's in Mathematics Education for Grades 5-9, candidates must fall into one of the following categories:~~

Sequence 1 (~~38~~-42 credits). For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, but ~~who~~ lack professional education coursework.

Sequence 2 (37-~~38~~ credits). For ~~teachers who hold~~ a Transitional B certificate in Mathematics from New York State~~ through special CUNY and NYCDOE programs~~.

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. 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.
3. ~~For Sequence 2, must hold a valid Transitional B Certificate from NYSED.~~
4. ~~Submission of scores on the New York State Content Specialty Test (CST) in Mathematics.~~
5. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
6. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
7. A 500 word essay on career goals.
8. A personal interview.

~~Mathematics Education, Middle Childhood Education (5-9) or Adolescent Education (7-12) 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 3: 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~~
3. ~~For Sequence 4: Mathematics major~~
4. ~~For Sequence 5: Mathematics major and NYS Transitional B Certificate~~
5. ~~Submit scores on the New York State Content Specialty Test (CST) in Mathematics.~~
6. ~~If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.~~
7. ~~Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.~~
8. ~~A 500-word essay on career goals.~~
9. ~~A personal interview.~~

~~Middle Childhood~~ Education Degree Requirements

Students must consult with a Mathematics Education adviser before starting their master's program and must plan their overall program with the adviser during their semester of attendance. Students must complete one of the ~~two~~ sequences outlined below.

~~*Sequence 1.* (1) 33 credits of prescribed course work; (2) 3-6 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.~~

~~*Sequence 2.* (1) 33 credits of prescribed course work; (2) 2 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.~~

~~Middle Childhood Education Overview of the Program~~

~~Sequence 1 students must successfully complete the following:~~

- ~~15-18 credits of Core Education courses, including 3-6 credits of supervised fieldwork and 3 credits of special education coursework.~~
- ~~9 credits in pedagogical content in mathematics education.~~
- ~~12 credits in mathematics.~~
- ~~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.~~

~~Sequence 2 (Transitional B-Grades 5-9) students must successfully complete the following:~~

- ~~14 credits of Core Education Courses, including 2 credits of supervised fieldwork and 3 credits of special education coursework.~~
- ~~9 credits in pedagogical content in mathematics education.~~
- ~~12 credits in mathematics.~~

- ~~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.~~

Curriculum
Sequence 1 ~~(Grades 5-9) 38-~~42 Credits

I. Core Education Courses: (~~17-~~18 credits)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
	And	
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
	And	
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (9 credits)

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3

III. Mathematics (12 credits)

		Credits

MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 602	Introduction to Number Theory and Modern Algebra I	3
MAT 655	Exploring Mathematics Using Technology	2
MAT 661	History of Mathematics	4

IV. Culminating Experience (0-3 credits)

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
	Comprehensive Examination	0

Sequence 2 (Transitional B Sequence for Grades 5-9) ~~37-38~~ credits

I. Core Education Courses: (~~16~~ credits)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (9 credits)

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3

III. Mathematics (12 credits)

		Credits
MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 602	Introduction to Number Theory and Modern Algebra I	3
MAT 655	Exploring Mathematics Using Technology	2
MAT 661	History of Mathematics	4

IV. Culminating Experience (0-3 credits)

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
	Comprehensive Examination	0

~~**Middle Childhood Education Continuation Requirements**~~

~~Students must maintain a 3.0 Grade Point Average throughout the course of study.~~

~~B. To be eligible for the Master's in Mathematics Education for Grades 7-12, candidates must fall into one of the following categories:~~

~~**Sequence 3 (44- 48 credits).** For liberal arts and sciences graduates 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.~~

~~**Sequence 4 (38-42 credits).** For candidates who hold a bachelor degree in mathematics only, but who lack professional education coursework.~~

~~**Sequence 5 (37-38 credits).** For teachers who hold a bachelor's degree in mathematics and a Transitional B Certificate in Mathematics from New York State through special CUNY and NYCDOE programs.~~

~~**Middle Childhood Education 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 3: 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;~~
   - ~~For Sequence 4: Mathematics major;~~
   - ~~For Sequence 5: Mathematics major AND NYS Transitional B Certificate.~~

3. ~~Submit scores on the New York State Content Specialty Test (C.S.T.) in Mathematics.~~
4. ~~If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.~~
5. ~~Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.~~
6. ~~A 500 word essay on career goals.~~
7. ~~A personal interview.~~

~~Adolescent Education Degree Requirements (Grades 7-12)~~

~~Students must consult with a Mathematics Education adviser before starting their master's program and must plan their overall program with the adviser during their first semester of attendance. Students must complete one of the three sequences outlined below:~~

~~Sequence 3. (1) 39 credits of prescribed course work including 3 credits of special education coursework; (2) 3-6 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.~~

~~Sequence 4. (1) 33 credits of prescribed course work including 3 credits of special education coursework; (2) 3-6 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.~~

~~Sequence 5. (1) 33 credits of prescribed course work including 3 credits of special education coursework; (2) 2 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.~~

~~Adolescent Education Program Overview~~

~~Sequence 3 (Grades 7-12)~~

~~Students must successfully complete the following:~~

- ~~17-18 credits of Core Education Courses, including 3-6 credits of supervised fieldwork and 3 credits of special education coursework.~~
- ~~12 credits in pedagogical content in mathematics education.~~
- ~~15 credits in mathematics. Students who lack History of Mathematics as a prerequisite must register for MAT 661.~~
- ~~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.~~

~~**Note:** Students who lack full-time experience as a mathematics teacher in grades 7-12 prior to completion of the program must register for 6 credits of supervised student teaching in lieu of the 3 credits of supervised fieldwork.~~

~~Sequence 4 (Math majors who do NOT hold a NYS Transitional B Certificate, 7-12)~~

~~Students must successfully complete the following:~~

- ~~17-18 credits of Core Education Courses, including 3-6 credits of supervised fieldwork and 3 credits of special education coursework;~~
- ~~12 credits in pedagogical content in mathematics education.~~
- ~~9 credits in mathematics electives to be chosen in consultation with a program adviser.~~

- ~~A comprehensive written examination or research project is required 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.~~

~~**Note:** Students who lack full-time experience as a mathematics teacher in grades 7-12 prior to completion of the program must register for 6 credits of supervised student teaching in lieu of the 3 credits of supervised fieldwork.~~

~~**Sequence 5 (Math Majors who hold a NYS Transitional B Certificate, 7-12)**~~
~~Students must successfully complete the following:~~

- ~~16 credits of Core Education Courses, including 3-6 credits of supervised fieldwork and 3 credits of special education coursework;~~
- ~~12 credits in pedagogical content in mathematics education.~~
- ~~9 credits in mathematics electives to be chosen in consultation with a program adviser.~~
- ~~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.~~

~~**Adolescent Education Curriculum**~~
Sequence 3 ~~(Grades 7-12)~~
~~44-48~~ credits

I. Core Education Courses (~~17-~~18 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
	And	
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
	And	
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (~~15~~ credits):

		Credits
MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 604	Application of the Real and Complex Number Systems	3
MAT 637	Topics in Discrete Mathematics	4
MAT 655	Exploring Mathematics Using Technology	2
MAT 615	Modern Algebra	4

IV. Culminating Experience (0-3 credits):

Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Sequence 4 ~~(Grades 7-12)~~

~~38-~~42 credits

I. Core Education Courses: ~~(17-~~18 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 532	Teaching Mathematics in Middle and High School	3

ESC 595	Internship in Classroom Teaching	1-3
	And	
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
	And	
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (9 credits):

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

IV. Culminating Experience (0-3 credits).

Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Sequence 5 (~~Math Majors who are eligible for a NYS Transitional B Certificate, 7-12~~)

~~37-38~~ credits

I. Core Education Courses: (~~16~~ credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3

ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (9 credits):

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

IV. Culminating Experience (0-3 credits):

Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Sequence 6 ~~(Non Math Majors who are eligible for a NYS Transitional B Certificate-Grades 7-12)~~

(~~38- 41~~ credits)

I. Core Education Courses (~~11~~ credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (~~15~~ credits):

		Credits
MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 604	Application of the Real and Complex Number Systems	3
MAT 637	Topics in Discrete Mathematics	4
MAT 655	Exploring Mathematics Using Technology	2
MAT 615	Modern Algebra	4

IV. Culminating Experience (0-3 credits):

Research project or comprehensive examination.
Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9 (Middle Childhood Education)

Extension Program in Mathematics Education (17 credits)

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).

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).
- ~~Present~~ coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.

- ~~Submit scores on the NYS Content Specialty (CST) Test in Mathematics.~~
- 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.

Continuation Requirements

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

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.

Overview of the Program
Curriculum

Curriculum and Instruction (6 credits):

		Credits
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

Mathematics Content (11 credits):

		Credits
MAT 604	Application of the Real and Complex Number Systems	3
MAT 615	Modern Algebra	4
MAT 637	Topics in Discrete Mathematics	4

3. **To:**

Mathematics Education M.S.Ed. Program

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 8 sequences based on their qualifications:

Sequence 1 (37 - 42 credits). For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, but lack professional education coursework, who seek certification as mathematics teachers in grades 5-9.

Sequence 2 (40 - 45 credits). For those eligible for a Transitional B certificate in Mathematics from New York State, in grades 5-9.

Sequence 3 (44 – 49 credits). For liberal arts and sciences graduates 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 and seek certification as mathematics teachers in grades 7-12.

Sequence 4 (37 - 42 credits). For candidates who hold a bachelor's degree in mathematics only, but lack professional education coursework, who seek certification as mathematics teachers in grades 7-12.

Sequence 5 (40 – 45 credits). For those who hold a bachelor's degree in mathematics and are eligible for a Transitional B Certificate in Mathematics from New York State, who seek certification in grades 7-12.

Sequence 6 (47 – 52 credits). For non-mathematics majors who are eligible for a Transitional B Certificate in Mathematics from New York State, who seek certification in grades 7-12.

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

Sequence 8 (45 credits). For 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.

Mathematics Education 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. 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.
3. For Sequence 2, Must be eligible for a Transitional B Certificate from NYSED
4. For Sequence 3, 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
5. For Sequence 4, Mathematics major
6. For Sequence 5: Mathematics major and eligible for NYS Transitional B Certificate
7. For Sequence 6: Must be eligible for a Transitional B Certificate from NYSED, 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

8. For Sequence 7: Mathematics major and Mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.
9. For Sequence 8: Must be eligible for a Transitional B Certificate from NYSED; and Mathematics major and Mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.
10. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
11. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
12. A 500-word essay on career goals.
13. A personal interview.

Mathematics Education Degree Requirements

Students must consult with a Mathematics Education adviser before starting their master's program and must plan their overall program with the adviser during their semester of attendance. Students must maintain a 3.0 Grade Point Average throughout the course of study and complete one of the sequences outlined below.

Curriculum
Sequence 1 (37 – 42 credits)

I. Core Education Courses: (16 - 18 credits)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	Teaching Students with Disabilities	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
	And	
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
	And	
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (9 credits)

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3

ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3

III. Mathematics (12 credits)

		Credits
MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 602	Introduction to Number Theory and Modern Algebra I	3
MAT 655	Exploring Mathematics Using Technology	2
MAT 661	History of Mathematics	4

IV. Culminating Experience (0-3 credits)

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
	Comprehensive Examination	0

Sequence 2 (Transitional B Sequence for Grades 5-9) <u>40 - 45</u> credits

I. Core Education Courses: (<u>19 - 21</u> credits)

		Credits
<u>ESC 790</u>	<u>Workshop in Curriculum Materials</u>	<u>3</u>
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	<u>Teaching Students with Disabilities</u>	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (9 credits)

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3

ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3

III. Mathematics (12 credits)

		Credits
MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 602	Introduction to Number Theory and Modern Algebra I	3
MAT 655	Exploring Mathematics Using Technology	2
MAT 661	History of Mathematics	4

IV. Culminating Experience (0-3 credits)

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2
	Or	
	Comprehensive Examination	0

Sequence 3 (44- 49 credits)

I. Core Education Courses (16 – 18 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	Teaching Students with Disabilities	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
	And	
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3

	And	
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (<u>16</u> credits):

		Credits
MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 604	Application of the Real and Complex Number Systems	3
MAT 637	Topics in Discrete Mathematics	4
MAT 655	Exploring Mathematics Using Technology	2
MAT 615	Modern Algebra	4

IV. Culminating Experience (0-3 credits):

Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Sequence 4 <u>(37 – 42 credits)</u>

I. Core Education Courses: (<u>16 – 18 credits</u>):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	<u>Teaching Students with Disabilities</u>	3

ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
	And	
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
	And	
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (9 credits):

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

IV. Culminating Experience (0-3 credits).

Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Sequence 5 (<u>40 - 45</u> credits)

I. Core Education Courses: (<u>19 – 21</u> credits):

		Credits
<u>ESC 790</u>	<u>Workshop in Curriculum Materials</u>	<u>3</u>
ESC 501	Psychological Foundations of Education	3

ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	Teaching Students with Disabilities	3
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (9 credits):

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

IV. Culminating Experience (0-3 credits):

Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Sequence 6 (47 – 52 credits)

I. Core Education Courses (19 - 21 credits):

		Credits
ESC 790	Workshop in Curriculum Materials	3
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	Teaching Students with Disabilities	3

ESC 532	Teaching Mathematics in Middle and High School	3
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

II. Pedagogical Content in Mathematics Education (12 credits):

		Credits
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3

III. Mathematics (<u>16</u> credits):

		Credits
MAT 601	Secondary School Mathematics from an Advanced Standpoint	3
MAT 604	Application of the Real and Complex Number Systems	3
MAT 637	Topics in Discrete Mathematics	4
MAT 655	Exploring Mathematics Using Technology	2
MAT 615	Modern Algebra	4

IV. Culminating Experience (0-3 credits):

Research project or comprehensive examination.

Students who elect to write a Master's thesis must concurrently enroll in:

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

<u>Sequence 7: Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option (42 credits)</u>

<u>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.</u>

<u>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.</u>

Degree Requirements

Foundations Core (21 credits): EDS 780 (3), EDS 712 (3), EDS 714 (3), EDS 716 (3), EDS 741 (3), EDS 743 (3), and ESC 529 (3)

Pedagogical Core (15 credits): ESC 740 (3), ESC 748 (3), ESC 749 (3) ESC 540 (3), and ESC 541 (3)

Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

Course		Credits	
EDS 780	Adolescent Development	3	
EDS 712	The Adolescent with Disabilities	3	
EDS 714	Curr & Instructional Pract Culturally & Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3	
EDS 716	Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/disabilities	3	
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3	
EDS 743	Behavioral Assessment, Management, and Change	3	
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3	
ESC 740	Teaching Mathematics in Grades 7 - 10	3	
ESC 748	Teaching Problem solving in Math in Middle and High School	3	
ESC 749	Teaching Mathematics in Grades 11 and 12	3	
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3	
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3	

ESC 597	Student Teaching in Inclusive Secondary Classrooms	3	
ESC 613	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms	3	

Sequence 8: Trans B Alternative Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option (45 credits)

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.

Degree Requirements

Foundations Core (21 credits): ESC 790 (3), EDS 780 (3), EDS 712 (3), EDS 714 (3), EDS 716 (3), EDS 741 (3), EDS 743 (3), and ESC 529 (3)

Pedagogical Core (15 credits): ESC 740 (3), ESC 748 (3), ESC 749 (3) ESC 540 (3), and ESC 541 (3)

Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

Course		Credits	
ESC 790	Workshop in Curriculum Materials	3	
EDS 780	Adolescent Development	3	
EDS 712	The Adolescent with Disabilities	3	
EDS 714	Curr & Instructional Pract Culturally & Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3	
EDS 716	Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/disabilities	3	
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3	
EDS 743	Behavioral Assessment, Management, and	3	

	Change		
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3	
ESC 740	Teaching Mathematics in Grades 7 - 10	3	
ESC 748	Teaching Problem solving in Math in Middle and High School	3	
ESC 749	Teaching Mathematics in Grades 11 and 12	3	
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3	
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3	
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3	
ESC 613	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms	3	

Additional Certification Requirements

After fulfilling the Sequences 1 through 8 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 (Grades5-9 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), Teacher Performance Assessment (edTPA), and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 7 and 8 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.

Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9 (Middle Childhood Education)

Extension Program in Mathematics Education (17 credits)

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).

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.

Continuation Requirements

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

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.

Overview of the Program
Curriculum

Curriculum and Instruction (6 credits):

		Credits
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3

ESC 749	Teaching Mathematics in Grades 11 and 12	3

Mathematics Content (11 credits):

		Credits
MAT 604	Application of the Real and Complex Number Systems	3
MAT 615	Modern Algebra	4
MAT 637	Topics in Discrete Mathematics	4

4. **Rationale:**

Changes to the Bulletin language that appear here (with the exception of the admissions requirements, explained below) will have no impact on the learning outcomes. These changes are needed for clarification and accuracy. For example, the same information was repeated several times under disparate subheadings in the original Bulletin language.

The new sequences 7 and 8 remove many barriers preventing students from earning a second certification in Students with Disabilities (SWD) Generalist Grades 7-12 including significantly reducing the aggregate number of credits and eliminates an additional semester of the student teaching experience. From the supply perspective, it most likely will become the flagship sequence because of the critical shortage of SWD teachers especially in the Bronx. From the demand side, potential candidates often ask about earning the additional certification, but few actually accomplish this goal because of the high barriers.

Lastly, select course titles are being updated to align with the approved course revisions.

5. **Date of departmental approval:** 10/20/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: M.A. Program in Social Studies Education
Hegis Number: 2201.01; 0899.50
Program Code: 25794; 25793
Effective Term: Fall 2022

1. **Type of Change:** *Additional Sequence*

2. **From:**

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

This program offers ~~three~~ sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12. ~~Sequences 1, 2, and 3 lead to Initial and Professional Certification for candidates looking to begin or resume an education certification progression.~~ Sequence 1 is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience. Sequence 2 is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license. Sequence 3 is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework.

~~Social Studies Education~~ Admission 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.
- 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.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements

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.

Sequence 1: History Intensive Option (41-42 credits)

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.

• Foundations Core (12 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3) and ESC 506 (3)

• Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)

• Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.

• Project Seminar (3 credits): ESC 708 (3)

• Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3) or Teaching Internship for Current Teachers-of-Record (3 credits): ESC 595 (2) and ESC 612 (3)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3

HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 2: Undergraduate Education Minor Option (30 credits)

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.

• Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)

• Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.

• Project Seminar (3 credits): ESC 708 (3)

• Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

		Credits
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 3: History or Social Science Undergraduate Major Option (30 credits)

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.

• Foundations Core (12 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3) and ESC 506 (3)
• Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)
• Content Core (3 credits): HIW 533 (3) or HIU 534 (3)
• Project Seminar (3 credits): ESC 708 (3)
• Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Additional Certification Requirements

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), Teacher Performance Assessment (edTPA), 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.

3. **To:**
Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

This program offers six sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12 and dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist . Sequence 1 is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience. Sequence 2 is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license. Sequence 3 is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework. Sequence 4 is for applicants with a bachelor's degree in history or a social science with no relevant secondary education coursework and an interest in dual Social Studies 7-12 and SWD 7-12 Generalist certification. Sequences 5 is for candidates seeking alternative Trans B certification in Social Studies 7-12. And Sequence 6 is for applicants seeking alternative Trans B dual certification in Social Studies 7-12 and SWD 7-12 Generalist.

Admission 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.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements

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.

Sequence 1: History Intensive Option (41-42 credits)

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.

• Foundations Core (12 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3) and ESC 506 (3)
• Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)
• Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
• Project Seminar (3 credits): ESC 708 (3)
• Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3) or Teaching Internship for Current Teachers-of-Record (3 credits): ESC 595 (2) and ESC 612 (3)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 506	Teaching Students with Disabilities	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3
	Or	

ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 2: Undergraduate Education Minor Option (30 credits)

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.

• Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)

• Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.

• Project Seminar (3 credits): ESC 708 (3)

• Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

		Credits
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 3: History or Social Science Undergraduate Major Option (30 credits)

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.

• Foundations Core (12 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3) and ESC 506 (3)

• Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)

• Content Core (3 credits): HIW 533 (3) or HIU 534 (3)

• Project Seminar (3 credits): ESC 708 (3)

• Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

		Credits

ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 506	Teaching Students with Disabilities	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12 Option (39 credits)

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.

• Foundations Core (21 credits): EDS 780 (3), EDS 712 (3), EDS 714 (3), EDS 716 (3), EDS 741 (3), EDS 743 (3), and ESC 529 (3)
• Pedagogical Core (12 credits): ESC 533 (3), ESC 534 (3), ESC 540 (3), and ESC 541 (3)
• Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

		Credits
EDS 780	Adolescent Development	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr&Instructional Pract Culturally&Linguistically	3

	Diverse Adolescents w/Disabilities Inclusive Set	
EDS 716	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms	3

Sequence 5: Trans B Alternative Certification in Social Studies 7-12 (33 credits)

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.

- Introductory Core (9 credits): ESC 790 (3), ESC 501 (3), and ESC 506 (3)
- Foundations Core (6 credits): ESC 502 (3), ESC 529 (3)
- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)
- Content Core (3 credits): HIW 533 (3) or HIU 534 (3)

- Project Seminar (3 credits): ESC 708 (3)
- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

		Credits
ESC 790	Workshop in Curriculum Materials	3
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 506	Teaching Students with Disabilities	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	Select one of the following content courses: World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 6: Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7-12 (42 credits)

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.

- Introductory Core (9 credits): ESC 790 (3), EDS 780 (3), and EDS 743 (3)

- Foundations Core (12 credits): EDS 714 (3), EDS 740 (3), EDS 743 (3), and ESC 529 (3)
- Pedagogical Core (15 credits): EDS 716 (3), ESC 533 (3), ESC 534 (3), ESC 540 (3), and ESC 541 (3)
- Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

		Credits
ESC 790	Workshop in Curriculum Materials	3
EDS 780	Adolescent Development	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
EDS 716	EDS 716: Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Secondary Schools	3
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Project Seminar in Diverse	3

and Inclusive Secondary Classrooms

Additional Certification Requirements

After fulfilling the Sequences 1 through 3 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), Teacher Performance Assessment (edTPA), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 4 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.

Sequences 5 and 6 candidates will also complete the Trans B application and all relevant requirements including certification exams and workshops.

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.

4. **Rationale:**
These new sequences greatly enhance our course offerings and remove many barriers preventing students from earning a second certification in Students with Disabilities (SWD) Generalist Grades 7-12 including significantly reducing the aggregate number of credits and eliminating an additional semester of the student teaching experience. From the supply perspective, it probably will become the flagship sequence because of the critical shortage of SWD secondary teachers especially in the Bronx area of New York City. From the demand side, potential candidates often ask about earning the SWD certification, but few accomplish this goal because of the high barriers.

Lastly, select course titles are being updated to align with the approved course revisions.

5. **Date of departmental approval:** 10/20/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Teaching Spanish 7-12 M.A.
Hegis Number: 1105
Program Code: 33999
Effective Term: Fall 2022

1. Type of Change: Additional Sequence

2. From:
Teaching Spanish 7-12 M.A.

This program is designed for candidates seeking a Master's degree in Teaching Spanish. Graduates of this program are eligible for New York State Certification in Teaching Spanish grades 7-12 upon completion of additional New York State Education Requirements. Applicants will apply to one of the ~~2~~ following sequences based on their qualifications:

Sequence 1 (~~36~~-39 credits). Candidates who seek initial New York State certification in Teaching Spanish grades 7-12

Sequence 2 (~~36~~ credits). Transitional B candidates who seek initial New York State certification in Teaching Spanish grades 7-12

Admission Requirements

1. A bachelor's degree from an accredited college or university with a Spanish major (or its equivalent) and an overall index of 3.0 or higher. In order to be recommended by Lehman College for certification in Teaching Spanish, candidates must have completed a core of liberal arts/sciences courses in addition to their major (see adviser for details).
2. Demonstrate the ability to successfully pursue graduate study by earning a B or better in Spanish coursework.
3. Have completed 24 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.
4. ~~Submit scores from the Spanish Content Specialty Test (CST).~~
5. ~~If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.~~
6. For Sequence 2, be eligible for a valid New York State Transitional B certificate in Teaching Spanish grades 7-12.
7. Two letters of recommendation.
8. Report to the Department of Languages and Literatures for consultation with adviser and assessment of Spanish language skills prior to matriculation.
9. Oral proficiency at the Advanced Low level on the American Council on Teaching Foreign Languages (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI). Candidates who do not score Advanced Low are accepted conditionally and must redo and pass the interview before completion of 18 credits.
10. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to

meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements

Students must consult with an adviser in the M.A. Teaching Spanish program before starting their master's program. During their first semester, matriculated students are required to plan their program with a program adviser. All students must complete the curriculum corresponding to one of the ~~two~~ sequences below.

Sequence 1 (~~36~~-39 crs.). Candidates who seek initial New York State certification in Spanish grades 7-12

Educational Foundations (12 crs.)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3

Methods of Teaching Spanish (6 crs.)

		Credits
ESC 524	Teaching Foreign Language in Middle and High School	3
ESC 562	Teaching Language Arts in Languages Other than English	3

Spanish Language, Literature, and Culture (15 crs.)

		Credits
SPA 601	Hispanic Linguistics	3
SPA 618	Spanish Dialectology and Sociolinguistics	3
SPA 619	Hispanic Culture	3

Electives 6

~~Electives~~: 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.

Student Teaching or Teaching Internship and Seminar (3-6 crs.)

Teaching Internship for full-time Spanish teachers:

		Credits
ESC 595	Internship in Classroom Teaching	~~1-3~~
~~ESC 611~~	~~Teaching Internship Seminar in Secondary Education~~	~~1~~

Or Student Teaching in Spanish:

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching.	3

Sequence 2 (~~36~~ crs.) Transitional B candidates who seek initial New York State certification in Spanish grades 7-12

Educational Foundations (12 crs.)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in ~~Secondary~~ Education	3
ESC 506	~~Special Needs Education in TESOL and Secondary Settings~~	3

Methods of Teaching Spanish (6 crs.)

		Credits
ESC 524	Teaching Foreign Language in Middle and High School	3
ESC 562	Teaching Language Arts in Languages Other than English	3

Spanish Language, Literature, and Culture (15 crs.)

		Credits
SPA 601	Hispanic Linguistics	3

SPA 618	Spanish Dialectology and Sociolinguistics	3
SPA 619	Hispanic Culture	3
		6

Electives

~~*Electives*~~*: 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.*

Teaching Internship

		Credits
ESC 595	Internship in Classroom Teaching	~~1-3~~
~~ESC 611~~	~~Teaching Internship Seminar in Secondary Education~~	~~1~~

In addition to successful completion of coursework with an overall GPA of 3.0, all candidates must pass a comprehensive Spanish examination with the Department of Languages and Literatures in order to graduate.

Additional Requirements for Certification in Teaching Spanish 7-12:

In order to be recommended for Initial Certification in teaching Spanish 7-12, candidates must (a) have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences (please see adviser for details); (b) for candidates seeking initial certification, present passing scores on the following New York State ~~-~~examinations: EAS, edTPA and Spanish Content Specialty Test; for candidates certified prior to April 30, 2014, present passing scores only on the Spanish Content Specialty Test; and (c) meet any additional New York State requirements.

In order to qualify for Professional Certification in teaching Spanish 7-12, candidates must successfully complete the master's program, must have completed three 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 Teaching Spanish 7-12 candidates may also apply to the Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study.~~

Nonmatriculants

Nonmatriculants must meet with an adviser from the Department of Middle and High School Education and must have their skills assessed by an adviser from the Department of Languages and Literatures prior to registration.

3. <u>To:</u>
Teaching Spanish 7-12 M.A.

This program is designed for candidates seeking a Master's degree in Teaching Spanish. Graduates of this program are eligible for New York State Certification in Teaching Spanish grades 7-12 upon completion of additional New York State Education Requirements. Applicants will apply to one of the three (3) following sequences based on their qualifications:

Sequence 1 (38-39 credits). Candidates who seek initial New York State certification in Teaching Spanish grades 7-12

Sequence 2 (38 credits). Transitional B candidates who seek initial New York State certification in Teaching Spanish grades 7-12

Sequence 3 (32-33 credits). Candidates with **an MHSE minor** who seek initial New York State certification in Teaching Spanish grades 7-12

Admission Requirements

1. A bachelor's degree from an accredited college or university with a Spanish major (or its equivalent) and an overall index of 3.0 or higher. In order to be recommended by Lehman College for certification in Teaching Spanish, candidates must have completed a core of liberal arts/sciences courses in addition to their major (see adviser for details).
2. Demonstrate the ability to successfully pursue graduate study by earning a B or better in Spanish coursework.
3. Have completed 24 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.
4. For Sequence 2, be eligible for a valid New York State Transitional B certificate in Teaching Spanish grades 7-12.
5. Two letters of recommendation.
6. Report to the Department of Languages and Literatures for consultation with adviser and assessment of Spanish language skills prior to matriculation.
7. Oral proficiency at the Advanced Low level on the American Council on Teaching Foreign Languages (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI). Candidates who do not score Advanced Low are accepted conditionally and must redo and pass the interview before completion of 18 credits.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th

percentile or better on a nationally normed basic skills test approved by the School of Education.

9. For Sequence 3: Complete 12 credits (education minor) in the Department of Middle and High School Education with a minimum grade point average of 3.0.
10. Meet with the MHSE/MA Teaching Spanish adviser to discuss conditions for sequence eligibility.

Degree Requirements

Students must consult with an adviser in the M.A. Teaching Spanish program before starting their master's program. During their first semester, matriculated students are required to plan their program with a program adviser. All students must complete the curriculum corresponding to one of the three (3) sequences below.

Sequence 1 (38-39 crs.). Candidates who seek initial New York State certification in Spanish grades 7-12

Educational Foundations (12 crs.)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 506	Teaching Students with Disabilities	3

Methods of Teaching Spanish (6 crs.)

		Credits
ESC 524	Teaching Foreign Language in Middle and High School	3
ESC 562	Teaching Language Arts in Languages Other than English	3

Spanish Language, Literature, and Culture (15 crs.)

		Credits
SPA 601	Hispanic Linguistics	3
SPA 618	Spanish Dialectology and Sociolinguistics	3
SPA 619	Hispanic Culture	3
		6

Electives

Note on Electives: The 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.

Student Teaching or Teaching Internship and Seminar (5-6 crs.)

Teaching Internship for full-time Spanish teachers:

		Credits
ESC 595	Internship in Classroom Teaching	2
ESC 612	Seminar in Secondary Student Teaching	3

Or Student Teaching in Spanish:

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching.	3

Sequence 2 (38 crs.) Transitional B candidates who seek initial New York State certification in Spanish grades 7-12

Educational Foundations (12 crs.)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Middle and High School Education	3
ESC 506	Teaching Students with Disabilities	3

Methods of Teaching Spanish (6 crs.)

		Credits
ESC 524	Teaching Foreign Language in Middle and High School	3
ESC 562	Teaching Language Arts in Languages Other than English	3

Spanish Language, Literature, and Culture (15 crs.)

Credits

SPA 601	Hispanic Linguistics	3
SPA 618	Spanish Dialectology and Sociolinguistics	3
SPA 619	Hispanic Culture	3
		6

Electives

Note on Electives: The 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.

Teaching Internship

		Credits
ESC 595	Internship in Classroom Teaching	2
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 3 (32-33 crs.). Candidates who seek initial New York State certification in Spanish grades 7-12

Methods of Teaching Spanish (9 crs.)

		Credits
ESC 524	Teaching Foreign Language in Middle and High School	3
ESC 562	Teaching Language Arts in Languages Other than English	3
ESC 760	Second Language Learning and Teaching	3

Writing / Literacy (3 crs.)

		Credits
ESC 511	Explorations and Practices in Academic Discourse Communities	3

Spanish Language, Literature, and Culture (15 crs.)

		Credits
SPA 601	Hispanic Linguistics	3
SPA 618	Spanish Dialectology and Sociolinguistics	3
SPA 619	Hispanic Culture	3
		6

Electives

Note on Electives: The 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.

Student Teaching or Teaching Internship and Seminar (5-6 crs.)

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Or Teaching Internship in Spanish:

ESC 595	Internship in Classroom Teaching	2
ESC 612	Seminar in Secondary Student Teaching	3

In addition to successful completion of coursework with an overall GPA of 3.0, all candidates must pass a comprehensive Spanish examination with the Department of Languages and Literatures in order to graduate.

Additional Requirements for Certification in Teaching Spanish 7-12:

In order to be recommended for Initial Certification in teaching Spanish 7-12, candidates must (a) have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences (please see adviser for details); (b) for candidates seeking initial certification, present passing scores on the following New York State examinations: EAS, edTPA and Spanish Content Specialty Test; for candidates certified prior to April 30, 2014, present passing scores only on the Spanish Content Specialty Test; and (c) meet any additional New York State requirements.

In order to qualify for Professional Certification in teaching Spanish 7-12, candidates must successfully complete the master's program, must have completed three 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.

Nonmatriculants

Nonmatriculants must meet with an adviser from the Department of Middle and High School Education and must have their skills assessed by an adviser from the Department of Languages and Literatures prior to registration.

4. Rationale:

Teaching Spanish 7-12 M.A. – Sequence 3 has the unique ability:

1. To allow for a seamless transition from undergraduate to graduate study.
2. To provide students with the opportunity to enter the workforce with all the benefits of a master’s degree without losing the time or incurring expenses that two years of graduate study would otherwise cost them.
1. To build stronger analytical, critical thinking, and leadership skills

2. To cut down time spent repeating Foundations courses that were taken at the undergraduate level and are yet required at the graduate level.

Lastly, select course titles are being updated to align with the approved course revisions.

5. **Date of departmental approval:** 10/20/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education

Course Prefix & Number	ESC 540
Course Title	Teaching ELA and Social Studies to Diverse Students in Secondary Schools
Description	An interdisciplinary approach to developing academic literacy through English language arts and literature combined with the theory and practice of social studies and effective citizenship. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse linguistic and cultural backgrounds and students with disabilities. Includes field experience in middle and high school.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
This course is designed for students seeking special education certification and required for participants in dual certification programs in Middle and High School Education and Students with Disabilities. It integrates the latest research and knowledge base into an integrated, interdisciplinary approach to learning ELA and social studies.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Teacher candidates will be able to design, implement and assess lesson plans with an integrated approach to teaching ELA and social studies in inclusive secondary classrooms.
- Candidates will be able to apply ELA and social studies standards.
- Candidates will be able to identify best practices in teaching ELA and social studies.

- Candidates will be able to develop a repertoire of teaching strategies.
- Candidates will be able to create learning experiences incorporating key interdisciplinary concepts.

5. **Date of Departmental Approval:** 9/9/2021

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 541
Course Title	Teaching Math and Science to Diverse Students in Middle and High School
Description	An interdisciplinary approach to the methods and materials of teaching mathematics combined with the theory and practice of teaching science. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse linguistic and cultural backgrounds and students with disabilities. Includes field experience in middle and high school.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
This course is designed for students seeking special education certification and required for students in dual certification programs in Middle and High School Education and Students with Disabilities. It integrates the latest research and knowledge base into an integrated, interdisciplinary approach to learning ELA and social studies.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Teacher candidates will be able to design, implement and assess lesson plans with an integrated approach to teaching math and science in inclusive secondary classrooms.
- Candidates will be able to apply math and science standards.
- Candidates will be able to identify best practices in teaching math and science.
- Candidates will be able to develop a repertoire of teaching strategies.
- Candidates will be able to create learning experiences incorporating key interdisciplinary concepts.

5. **Date of Departmental Approval:** 9/9/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 597
Course Title	Student Teaching in Inclusive Secondary Classrooms
Description	Supervised student teaching in middle and high school of culturally and linguistically diverse adolescents with disabilities in collaborative and/or specialized secondary educational settings.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

This practicum will support our teaching candidates in the new dual certification program and will be required for candidates in the program. It is geared specifically for student teaching in inclusive secondary classrooms.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Candidates will be able to construct, execute, assess and reflect on their lesson plans in inclusive middle and high school classrooms.
   - Candidates will provide evidence of being dispositionally suited for teaching in inclusive middle and high school classrooms.
   - Candidates will complete all of the required New York State mandates for student teaching.

5. **Date of Departmental Approval:** 9/9/2021

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title; course description

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 506
Course Title	~~Special Needs Education in TESOL and Secondary Settings~~
Description	Identification, instruction, and assessment of ~~special needs populations in secondary and TESOL settings~~. Laws and regulations pertaining to ~~the education of special needs children~~; information on categories of disability~~, including autism~~; ~~identifying and remediating specific learning disabilities; special education process~~; ~~classroom management and~~ positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society

	____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 506
Course Title	Teaching Students with Disabilities
Description	Identification, instruction, and assessment of culturally and linguistically diverse students with disabilities. Laws and regulations pertaining to students with disabilities; information on categories of disability; working with individualized education plans (IEPs); positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
These updates align the course title and description with current State regulations and eliminate redundancy. References to specific subjects or grade bands were deleted since the course is open to all departmental programs.

5. **Date of departmental approval:** 10/20/2021

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 519
Course Title	Teaching Science in Middle and High School
Description	Research and practice in the teaching of science at the secondary school level. A focus on inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and development of science literacy with an emphasis on the teacher-as-learner. Includes field experience.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	_x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 519
Course Title	Teaching Science in Middle and High School
Description	Research and practice in the teaching of science and the teaching and acquisition of language and literacies through science content at the secondary school level. A focus on inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and development of science literacy with an emphasis on the teacher-as-learner. Includes field experience.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

The course description was changed to include literacy standards in compliance with New York State core program requirements.

5. **Date of departmental approval:** 9/9/2021

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course description and title

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 529
Course Title	Language and Literacies Acquisition in ~~Secondary~~ Education
Description	The teaching and acquisition of language and literacies through ~~secondary~~ content areas, including media literacy, with students of diverse ~~language~~ backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. ~~Includes field experience.~~
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 529
Course Title	Language and Literacies Acquisition in Middle and High School Education
Description	The teaching and acquisition of language and literacies through middle and high school content areas, including media literacy, with students of diverse linguistic backgrounds and language abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:** The field hours were not necessary in this course because the program already met the minimum New York State requirements. Course description and title have also been updated to differentiate it from a similar undergraduate course offering.

5. **Date of departmental approval:** May 13, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 612
Course Title	Seminar in Secondary Student Teaching
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 612
Course Title	Seminar in Secondary Student Teaching
Description	Analysis of problems or practices in secondary school teaching with an emphasis on the teaching and acquisition of language and literacies. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale:**
The description was changed to reflect the focus of the course in meeting New York State core requirements.

5. **Date of departmental approval:** October 4, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 613
Course Title	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms
Description	Seminar supporting the student teaching of culturally and linguistically diverse adolescents with disabilities in inclusive and/or specialized educational settings with an emphasis on the teaching and acquisition of language and literacies. Required state certification student teaching assessments. Development of a culminating curriculum project in candidates' field that includes reflection and analysis of the student teaching experience; 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	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible

	____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
This seminar will support our teaching candidates in the new dual certification program. It is geared specifically for student teaching in inclusive secondary classrooms.

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

- Candidates will apply best research practices to teach a diverse range of middle and high school students.
- Candidates will demonstrate the ability to effectively plan, execute and assess a common core standards learning experience in a middle or high school classroom.
- Candidates will construct a special project consistent with the standards and best practices in their field.
- Candidates will reflect on the effectiveness of their teaching.
- Candidates will discuss challenges and successes of teaching in diverse middle and high school classrooms.

5. **Date of Departmental Approval:** 9/9/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 757
Course Title	Linguistics for TESOL/ Bilingual Teachers
Description	The study of language, including phonetics/phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics, applied to the teaching of language and content to linguistically and culturally diverse students.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial

Subject Area	Education
Course Prefix & Number	ESC 757
Course Title	Linguistics for TESOL/ Bilingual Teachers
Description	The study of language, including phonetics/phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics, applied to the teaching of language and content to linguistically and culturally diverse students. Includes field experience.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
When ESC 757 was revised several years ago, required fieldwork was inadvertently omitted from the course description. This update brings the description into alignment with current course outcomes and implementation in our programs.

5. **Date of departmental approval:** October 4, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 759
Course Title	Foundations of Bilingual/ Bicultural Education
Description	Bilingual/bicultural education, including history, goals, models, rationale, legal and legislative basis, linguistic principles, and language evaluation. Current issues and research findings in bilingual/bicultural education will be studied. Includes field experience.
Pre/ Co Requisites	~~ESC 501, ESC 502, or ESC 703 (or an equivalent) and~~ permission of the adviser.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate

Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 759
Course Title	Foundations of Bilingual/ Bicultural Education
Description	Bilingual/bicultural education, including history, goals, models, rationale, legal and legislative basis, linguistic principles, and language evaluation. Current issues and research findings in bilingual/bicultural education will be studied. Includes field experience.
Pre/ Co Requisites	Permission of the adviser.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
ESC 501, 502, and 703 are no longer considered prerequisites to meeting current ESC 759 learning outcomes.

5. **Date of departmental approval:** October 4, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 769
Course Title	Latinos in U.S. School
Description	Interdisciplinary study of educational issues affecting Latinos in the United States, with a focus on the urban school setting: educational, historical, literary, linguistic, and sociological sources will be utilized to analyze issues.
Pre/ Co Requisites	~~ESC 501 or ESC 502 (or an equivalent) and~~ permission of the adviser.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial

Subject Area	Education
Course Prefix & Number	ESC 769
Course Title	Latinos in U.S. School
Description	Interdisciplinary study of educational issues affecting Latinos in the United States, with a focus on the urban school setting: educational, historical, literary, linguistic, and sociological sources will be utilized to analyze issues.
Pre/ Co Requisites	Permission of the adviser.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:** ESC 501 and 502 are no longer considered prerequisites to meeting current ESC 769 course learning outcomes.

5. **Date of departmental approval:** October 4, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course description and pre/corequisites

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 790
Course Title	Workshop in Curriculum Materials Development in Specialized Areas
Description	(May be re-elected for credit, with chair's permission, with change of topics.) A workshop for teachers and curriculum specialists interested in developing instructional materials for topics in specialized areas.
Pre/ Co Requisites	~~Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; passing scores on the ESOL; and permission from the Professional Development Coordinator. ESC 611.~~
Credits	1-3
Hours	1-3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 790
Course Title	Workshop in Curriculum Materials Development in Specialized Areas
Description	(May be re-elected for credit, with chair's permission, with change of topics.) A workshop for teachers and curriculum specialists interested in developing instructional materials for topics in specialized areas. Field hours may be required.
Pre/ Co Requisites	Permission from the Department.
Credits	1-3
Hours	1-3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale:**
We eliminated most of the pre/ corequisites because the course is used across several programs. Further, the description was changed to allow the added flexibility of integrating field hours into the workshop.

5. **Date of departmental approval:** October 4, 2021

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Music MAT
Hegis Number: 0832
Program Code: 25824
Effective Term: Fall 2022

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

2. **From:**

Applied Music and Music Teaching M.A.T. Program

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music. Once students have completed the degree requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music, Multimedia, Theatre, and Dance and/or the School of Education.

To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content-area, and/or distribution courses, with the same 3.0+ GPA.

*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.

**As of 2019, there are three required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.
- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Department of Music, Multimedia, Theatre, and Dance at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements (39 or 42 credits)

The program requires a minimum of 39 or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

		Credits
MST 710	Advanced Musical Analysis	3
MST 750	Special Topics in Music Theory	3

3 credits in Performance Studies:

MSH 700	Performance Practice from the Baroque to the Present	3
MSP 750	~~Special Topics in Music Performance~~	3

6 credits in Musicology / Ethnomusicology:

MSH 750 ~~Special Topics in Music History~~ 3

MSH 751 Topics in Ethnomusicology 3

3 credits in Music Pedagogy:

MSP 722 Vocal Pedagogy 1

MSP 723 Secondary Instrument Laboratory Ensemble I 1

MSP 724 Secondary Instrument Laboratory-Ensemble II 1

3 credits in Electives:

~~MST 712 Advanced Electronic Music 3~~

~~MST 730 Introduction to Music Therapy 3~~

~~MST 731 Music and the Brain 3~~

~~MSP 760 Piano for Music Teachers 3~~

~~MST 714 Advanced Musicianship 2~~

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

ESC 501 Psychological Foundations of Education 3

ESC 506 Special Needs Education in TESOL and Secondary Settings 3

or

*EDS 701 Understanding Individuals with Disabilities 3

ESC 529 Language and Literacies Acquisition in Secondary Education 3

ESC 733 Teaching Music in the Middle Schools 3

ESC 785 Methods of Teaching Music in the Secondary School and Adult Education 3

EDE 755 Advanced Methods of Teaching Music in the Elementary School 3

*EDS 701: Or the equivalent.

III. Practicum (3 or 6)

Students who are already working as music teachers of record will take:

ESC 595 Internship in Classroom Teaching 2

ESC 611 Teaching Internship Seminar in Secondary Education 1

Students who are not already working as music teachers of record will take:

ESC 596 Student Teaching in the Middle and High School Grades 3

ESC 612 Seminar in Secondary Student Teaching 3

3. **To:**

Applied Music and Music Teaching M.A.T. Program

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music. Once students have completed the degree requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music, Multimedia, Theatre, and Dance and/or the School of Education.

To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content-area, and/or distribution courses, with the same 3.0+ GPA.

*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.

**As of 2019, there are three required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.
- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Department of Music, Multimedia, Theatre, and Dance at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements (39 or 42 credits)

The program requires a minimum of 39 or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

		Credits
MST 710	Advanced Musical Analysis	3
MST 750	Special Topics in Music Theory	3

3 credits in Performance Studies:

MSH 700	Performance Practice from the Baroque to the Present	3
MSP 750	Conducting and Creative Ensemble Techniques	3

6 credits in Musicology / Ethnomusicology:

MSH 750 Teaching and Creatively Experiencing Music History 3

And

MSH 751 Topics in Ethnomusicology 3

Or

MSH 752 World Music Pedagogy 3

3 credits in Music Pedagogy:

MSP 722 Vocal Pedagogy 1

MSP 723 Secondary Instrument Laboratory Ensemble I 1

MSP 724 Secondary Instrument Laboratory-Ensemble II 1

3 credits in Electives:

MSH 701 Graduate Community Music and Arts 3

MSP 760 Piano for Music Teachers 3

MST 712 Advanced Electronic Music 3

MST 714 Advanced Musicianship 2

MST 730 Introduction to Music Therapy 3

MST 731 Music and the Brain 3

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

ESC 501 Psychological Foundations of Education 3

ESC 506 Special Needs Education in TESOL and Secondary Settings 3

or

*EDS 701 Understanding Individuals with Disabilities 3

ESC 529 Language and Literacies Acquisition in Secondary Education 3

ESC 733 Teaching Music in the Middle Schools 3

ESC 785 Methods of Teaching Music in the Secondary School and Adult Education 3

EDE 755 Advanced Methods of Teaching Music in the Elementary School 3

*EDS 701: Or the equivalent.

III. Practicum (3 or 6)

Students who are already working as music teachers of record will take:

ESC 595 Internship in Classroom Teaching 2

ESC 611 Teaching Internship Seminar in Secondary Education 1

Students who are not already working as music teachers of record will take:

ESC 596 Student Teaching in the Middle and High School Grades 3

ESC 612 Seminar in Secondary Student Teaching 3

4. **Rationale:**

A range of electives have been added to make the program diverse and more hands-on in teaching to better meet students' needs and prepare them to meet the challenges of the 21st Century. Also, course titles have been updated to reflect the course changes, which have been submitted to meet the above criteria.

5. **Date of departmental approval:** 10/1/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change**: Title and description

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 750
Course Title	~~Special Topics in Music History~~
Description	~~Topics vary from semester to semester.~~
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics

	____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 750
Course Title	Teaching and Creatively Experiencing Music History
Description	Topics include a review of historical content (traditional music history) with an emphasis on teaching the appreciation of music in today's urban K-12 classroom. Music of social justice, social change, and popular music will be infused into a curriculum that seeks to give teachers the tools necessary to foster a love of music. Exploration of techniques and strategies for promoting an understanding and appreciation of music history in a postmodern society.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g.	NA

Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

Student surveys and feedback have consistently preferred that the MSH 750 curriculum focus on a historical and cultural review of music history while providing the pre-service teacher who seeks certification with a relevant, contemporaneous, well-designed strategy for teaching such materials in a P-12 setting. Infusing concepts of traditional graduate music history review with the art of planning, sequencing, and delivery of instruction proved highly successful in two semesters of pilot test studies.

MAT student feedback indicated a need for preparation in teaching music history/music appreciation and utilizing creative strategies to engage 21st century students. Students preferred the course be modified to help them gain knowledge of and experience in:

- Learning theories
- Determining learning objectives and appropriate teaching techniques to achieve those objectives
- Syllabus preparation
- Preparing and carrying out teaching and learning activities
- Preparing course materials (PowerPoint, exams, assignments, rubrics, visual aids, enrichment, etc.)
- Crafting a teaching philosophy

- Understanding the art and craft of teaching

Also, redesigning this course allows the instructor to adjust the delivery of curriculum as s/he/they see fit, maintain academic autonomy, promote creativity and lateral thinking, provide relevant best pedagogical practices for pre-service P-12 teachers, provide a space for diversity and inclusivity, and center the voices of the community that is Lehman College.

5. **Date of departmental approval:** 10/1/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change**: Title and description

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music Performance (MSP)
Course Prefix & Number	MSP 750
Course Title	~~Special Topics in Music Performance~~
Description	~~(Maximum 6 credits). Topics vary from semester to semester.~~
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X__ Not Applicable ____ Required ____ English Composition

	____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music Performance (MSP)
Course Prefix & Number	MSP 750
Course Title	Conducting and Creative Ensemble Techniques
Description	This course is designed to provide a philosophical basis and practical introduction to the art and discipline of conducting music. Focus on conducting strategies, rehearsal techniques, and performance programming for instrumental and choral groups encountered in K-12 schooling. Particular emphasis on preparation for musical teaching through score study, development of non-verbal communicative skills and attention to group engagement.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures _____ US Experience in its Diversity _____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

Student surveys and feedback have consistently preferred that a conducting component be offered in the MAT program at Lehman College. The National Association of Schools of Music (NASM) expect all P-12 certified music teachers to have experience and training in conducting, and the New York State certification exams for pre-service teachers include questions and essays on conducting and rehearsal strategies.

MAT student feedback indicated a need for preparation in utilizing creative conducting and rehearsal planning strategies to engage 21st century students. Students preferred the course be modified to help them gain knowledge of and experience in:

- Score analysis, historical perspective and performance practice considerations
- Score reading/singing at the piano including reading clefs and instrument transpositions
- Musicianship exercises (Hindemith; on reserve)
- Music terminology, including tempi, character terms, articulations, etc.
- Rehearsal techniques and procedures for vocal and instrumental music

- Development of a working repertoire list for band, orchestra, choral, or K-6 general music
- Baton technique practiced with a live ensemble, made up of musicians in the class
- Philosophy of conducting and the promotion of inclusionary rehearsals

Also, redesigning this course allows the instructor to adjust the delivery of curriculum as s/he/they see fit, maintain academic autonomy, promote creativity and lateral thinking, provide relevant best pedagogical practices for pre-service P-12 teachers, provide a space for diversity and inclusivity, and center the voices of the community that is Lehman College.

5. **Date of departmental approval:** 10/1/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MSH
Course Prefix & Number	MSH 701
Course Title	Community Music and Arts in the Global World
Description	Community Music is a rich topic of study and engagement for artists. How and why are groups around the world springing up and expressing themselves through the arts? This phenomenon will be examined.
Pre/ Co Requisites	Permission of Department.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Community music and arts making has become a large part of urban and global cultural life, especially during the pandemic. This course fills a need for students, artists and future educators to learn about, participate in and create artistic experiences in the community.

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

- Research, examine and conceptualize examples of community arts-making in the urban and global society.
- Attend, participate in and write about examples of community music and arts-making,
- Contribute to the canon of community arts-making in New York City through creating and reviewing.

5. **Date of Departmental Approval:** 10/1/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MSH
Course Prefix & Number	MSH 752
Course Title	World Music Pedagogy
Description	A study of world music from the perspective of music educators. A survey of various approaches to teaching a culturally-diverse variety of musical traditions.
Pre/ Co Requisites	Department permission
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X__ Not Applicable ____ Required

	____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

This course is intended to help MAT students develop a critical approach and pedagogical repertoire to teach World Music. It is also meant to reduce the Music curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings.

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

- Develop familiarity with the theoretical and methodological tools of ethnomusicology.
- Apply ethnomusicology tools to general education curriculum.
- Develop familiarity with diverse approaches to teaching World Music.
- Apply musical knowledge and performance acumen to the study of music and culture.
- Develop World Music lesson plans for K-12 and undergraduate college students.
- Develop a pedagogically-driven research project employing theoretical and methodological tools from ethnomusicology.

5. **Date of Departmental Approval:** 10/1/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

Effective Term: Fall 2022

Name of Program and Degree Award: Literacy Studies, M.S.Ed.; Teaching Literacy (Birth-6th Grade)
Hegis Number: 0830
Program Code: 25809

Name of Program and Degree Award: Literacy Studies, M.S.Ed.; Teaching Literacy (5th-12th Grade)
Hegis Number: 0830
Program Code: 25806

Name of Program and Degree Award: Dual Certification in Literacy Birth-Grade 6 and Special Education Grades 1- 6, M.S.Ed. Program
Hegis Number: 0830.01
Program Code: 36464

Name of Program and Degree Award: M.S.Ed. Program in Early Childhood Special Education
Hegis Number: 0808
Program Code: 25815

Name of Program and Degree Award: M.S.Ed. Program in Childhood Special Education
Hegis Number: 0808
Program Code: 25812

Name of Program and Degree: M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist
Hegis Number: 0808
Program Code: 25829

Name of Program and Degree Award: Dual Certification Program in Early Childhood Special Education and Early Childhood Education
Hegis Number: 0808
Program Code: 25815

Name of Program and Degree Award: M.S.Ed. Dual Certification Program in Childhood Special Education and Childhood Education
Hegis Number: 0808
Program Code: 25812

Name of Program and Degree Award: M.S.Ed. Certification Program in Bilingual Early Childhood Special Education
Hegis Number: 0808
Program Code: 25815

Name of Program and Degree Award: M.S.Ed. Certification Program in Bilingual Childhood Special Education
Hegis Number: 0808
Program Code: 25812

Name of Program and Degree Award: Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education
Hegis Number: 0808
Program Code: 25815

Name of Program and Degree Award: M.S.Ed. Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education
Hegis Number: 0808
Program Code: 25812

Name of Program and Degree Award: M.S.Ed., Educational Leadership - School Building Leader
Hegis Number: 0828
Program Code: 31470

1.**Type of Change:** Removal of admissions requirement

2. **From:**
~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.~~

3. To:
Not Applicable

4. Rationale:
On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department of Counseling, Leadership, Literacy and Special Education (CLLSE) no longer will require applicants from graduate-level teacher and educational leader programs to submit GRE scores; however, in conjunction with the other School of Education departments, CLLSE is reviewing other fair and equitable assessment options as a possible admissions requirement.

5. **Date of departmental approval:** November 23, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION
CURRICULUM CHANGE

Effective Term: Fall 2022

Name of Program and Degree Award: Early Childhood Graduate Programs--MSED
Hegis Number: 0823.00
Program Code: 25780, 25776

Name of Program and Degree Award: Childhood Graduate Programs--MSED
Hegis Number: 0802.00;
Program Code: 25800, 25797

1**.Type of Change:** Removal of admissions requirement

2. **From:**
~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.~~

3. To:
Not Applicable

4. Rationale:
On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department of Early Childhood and Childhood Education (ECCE) no longer will require applicants from graduate-level teacher programs to submit GRE scores; however, in conjunction with the other School of Education departments, ECCE is reviewing other fair and equitable assessment options as a possible admissions requirement.

5. **Date of departmental approval: November 22, 2021**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Effective Term: Fall 2022

Name of Program and Degree Award: Health Education, M.S.Ed.
Hegis Number: 0837
Program Code: 25951

1.Type of Change: Removal of admissions requirement

2. FROM:
~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.~~

3. TO
Not Applicable

4. **Rationale:**
On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department of Health Sciences will no longer require applicants from graduate-level teacher programs to submit GRE scores. However, in conjunction with the School of Education, the department is reviewing other fair and equitable assessment options as a possible admissions requirement.

5. **Date of departmental approval: 12/1/2021**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Effective Term: Fall 2022

Name of Program and Degree Award: English Education, M.S.Ed.
Hegis Number: 1501.00
Program Code: 25803

Name of Program and Degree Award: Alt Cert: English Education 7-12-Trans B
Hegis Number: 0899.50
Program Code: 25802

Name of Program and Degree Award: Mathematics Education, Middle Childhood Education (5-9) or Adolescent Education (7-12) M.S.Ed. Program
Hegis Number: 1701.01
Program Code: 25827

Name of Program and Degree Award: Alt Cert: Mathematics Education 7-12-Trans B
Hegis Number: 0899.50
Program Code: 25826

Name of Program and Degree Award: Science Education M.S.Ed. Program
Hegis Number: 0834.00
Program Code: 25791

Name of Program and Degree Award: Alt Cert: Science Education-Trans B
Hegis Number: 0899.50
Program Code: 25790

Name of Program and Degree Award: Social Studies Education M.A. Program
Hegis Number: 2201.01
Program Code: 25794

Name of Program and Degree Award: Social Studies Education M.A. Program
Hegis Number: 2201.01
Program Code: 38077

Name of Program and Degree Award: Alt Cert: Social Studies Education 7-12 -- Trans B
Hegis Number: 0899.50
Program Code: 25793

Name of Program and Degree Award: Teaching English to Speakers of Other Languages M.S.Ed. Program
Hegis Number: 1508.00
Program Code: 25784

Name of Program and Degree Award: Alt Cert: Teaching English to Speakers of Other Languages—Trans B
Hegis Number: 0899.50
Program Code: 25782

Name of Program and Degree Award: Teaching Spanish 7-12 M.A.
Hegis Number: 1105.00
Program Code: 33999

Name of Program and Degree Award: Alt Cert: Spanish Education (Trans B)
Hegis Number: 0899.50
Program Code: 31655

1.Type of Change: Removal of admissions requirement

2. FROM:
~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.~~

3. TO:
Not Applicable

4. **Rationale:**
On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department of Middle and High School Education (MHSE) no longer will require applicants from graduate-level teacher programs to submit GRE scores; however, in conjunction with the other School of

Education departments, MHSE is reviewing other fair and equitable assessment options as a possible admissions requirement.

5. **Date of departmental approval: 11/30/2021**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF Music, Multimedia, Theatre, and Dance
CURRICULUM CHANGE

Effective Term: Fall 2022

Name of Program and Degree Award: Music MAT (Applied Music and Music Teaching M.A.T. Program)
Hegis Number: 0832
Program Code: 25824

1.Type of Change: Removal of admissions requirement

2. FROM:
~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.~~

3. TO:
Not Applicable

4. **Rationale:**
On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department of Music, Multimedia, Theatre, and Dance will no longer require applicants from graduate-level teacher programs to submit GRE scores. However, in conjunction with the School of Education, the department is reviewing other fair and equitable assessment options as a possible admissions requirement.

5. **Date of departmental approval:** November 26, 2021

Senate Meeting – 12/01/21

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (7/7 members in attendance)

1. Economics and Business Department
    - ACC 186-New course
    - BBA 188-New course
    - BBA 189-Newcourse
    - BBA 190-New course
    - BBA 191-New course
    - BBA 375-New course
    - BBA 332-Change in prerequisites

2. Health Sciences Department
    - Health Sciences Administration B.S.-Change in degree requirements
    - REC 421-Change in prerequisites

3. Journalism and Media Studies
    - MCS 300-Change in prerequisites

4. Sociology
    - Sociology BA-Change in degree requirements
    - SOC 223-Change in title, contact hours, description, note

5. Middle and High School Education
    - ESC 429-Change in description

6. UCC
    - College Option Pathways General Education-Change in Degree Requirements. LEH requirements
    - LEH 102-New course
    - LEH 250-new course
    - LEH 351-Prerequisities
    - LEH 352-Prerequisities
    - LEH 353-Prerequisities
    - LEH 354-Prerequisities
    - LEH 355-Prerequisities

Next meeting:, February 2, 2022 1:00 p.m., via Zoom

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 186
Course Title	Introduction to Cryptocurrency
Description	Examines and illustrates the characteristics of emerging crypto assets and financial crypto-applications in relation to accounting and reporting.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
Emerging technologies and financial instruments such as cryptoassets continue to have a dramatic impact on financial markets, accounting practices, and how organizations accept customer payments. This course will examine the technological history – and current state - of cryptocurrencies, starting with bitcoin, and also cover other new versions of cryptoassets that have rapidly grown in terms of market valuation and utilization as well as applications built with these new cryptocurrency iterations. Secondly, the implications of different cryptoassets will be discussed, analyzed, and reinforced with real world examples and resources. Cryptoassets are quickly become a mainstream part of the financial marketplace, and accounting/business students must be able to assess and explain these instruments.

4. **Learning Outcomes (By the end of the course students will be expected to):**
1) Articulate and explain how cryptocurrencies such as bitcoin are different from fiat (government-issued) forms of money.
2) Identify and detail how newer versions of cryptocurrency, such as stablecoins and central bank digital currencies, are different from bitcoin.
3) Describe and analyze trends in the accounting for cryptoassets, including a review of U.S. tax and U.S. GAAP accounting implications
4) Communicate where emerging cryptoasset applications fit into the regulatory and reporting marketplace for accounting professionals, specifically the impact on payments and banking.
5) Define, differentiate, and explain the various use cases for cryptoassets, potential approaches for accounting treatment, and implications resulting from wider adoption.

5. **Date of Departmental Approval:** 10/7/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 188
Course Title	Introduction to Social Media Marketing
Description	Introduces digital tools in social media marketing which are used to reach out and engage with customers.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Social Media Marketing has become one of the most influential ways to promote and conduct marketing. Since its inception in 1996, social media has infiltrated half of the 7.7 billion people in the world. As of 2021, the number of people using social media is over 3.96 billion worldwide, with the average user having 8.6 accounts on different networking sites. Popular platforms like Facebook have more than 66.09% of their monthly users logging in to use social media daily. With the increasingly common and popular way of conducting promotion and marketing, marketers and students who wish to pursue marketing careers need to understand and become familiar with social media marketing tools and platforms which are used to reach, engage with, and convert potential buyers in ways that are more cost-effective than print or television media marketing.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Describe and discuss the changing digital marketing landscape
   2. Define, explain and analyze the communication strategies, tools and platforms which are available for conducting social media marketing.
   3. Identify the appropriate platforms that may employed in marketing business based on the demographics of the users on each platform and establish pros and cons of each approach.
   4. Identify the advantages and limitations of each tool and platform for types of marketing campaigns.

5. **Date of Departmental Approval:** 10/7/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 189
Course Title	Using Social Media Marketing
Description	Examine, evaluate and implement a successful marketing strategy to engage customers, including leads' generation and sales promotion through social media.
Pre/ Co Requisites	BBA 188 or departmental permission
Credits	2
Hours	2
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Social Media Marketing has become one of the most influential way to promote and conduct marketing of businesses and products. With the rise in the number of social media marketing platforms and tools for marketing, marketers and students who wish to pursue marketing careers need to be able to evaluate these choices and make an appropriate selection for employing an effective social media marketing campaign.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Conduct a social media audit.
   2. Perform a social media competitive analysis.
   3. Develop and implement a social media content strategy that includes goals and measurable results.
   4. Prepare targeted paid campaigns in support of those goals.
   5. Discuss and undertake a process to measure the results of all social media efforts

5. **Date of Departmental Approval:** 10/7/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 190
Course Title	Data Management with Spreadsheets
Description	Introduces data management through creation of spreadsheets, organizing data through tables, and the basics of data manipulation and analysis.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Basic working knowledge of data is an essential skill for all areas of businesses and students of business studies. The goal of this course is to provide hands on learning opportunity in the basics of working with data to our students which will be reinforced in our other business course through more in-depth applications. Additionally, as pointed by the Bureau of Labor Statistics, “Employment of database administrators is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations.”

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Create spreadsheets
   2. Edit and format data
   3. Manage data worksheets
   4. Manipulate data through the use of formulas
   5. Create data tables and look up relevant information

5. **Date of Departmental Approval:** 10/7/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 191
Course Title	Data Visualization and Presentation
Description	Introduces the presentation of business data and evaluates trends and patterns.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**

Effective communication and presentation of data is becoming an increasingly important skill in the world of business. The goal of this course is to provide our students with hands on learning opportunity in the creation of business data presentation and communication using various tools such as graphs, charts and tables. Additionally, as pointed by the Bureau of Labor Statistics, “Employment of database administrators is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations.”

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Identify and explain data presentation and visualization tools
   2. Create presentations using tools like charts, graphs and tables
   3. Evaluate and identify the appropriate tool for presenting data
   4. Explain and discuss patterns and trends through data presentation and visualization.

5. **Date of Departmental Approval:** 10/7/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 375
Course Title	Practical Application of Associate Professional in Human Resource Management (aPHR) Theory
Description	Reviews the functional areas of human resource management, including human resource operations, recruitment and selection, compensation and benefits, HR development and retention, employee relations, and health and safety issues.
Pre/ Co Requisites	BBA 328 or departmental permission
Credits	2
Hours	2
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
This course covers the basics of responsibilities and knowledge in human resource management as outlined in the industry-certified exam developed for the Associate Professional in Human Resource Management (aPHR). The goal of this course is to assist students majoring in human resource management concentration to prepare for taking the aPHR certification exam.

4. **Learning Outcomes (By the end of the course students will be expected to):**
1. Explain the tactical and operational tasks related to workforce management and HR functions
2. Discuss the hiring practices, including regulatory requirements, interview and selection process and onboarding
3. Explain the pay and benefit programs
4. Outline and recommend techniques and methods for delivering training programs and training individual employees
5. Identify and explain methods for monitoring and addressing morale, performance and retention employees
6. Propose laws, regulations, and policies that promote safe work environment.

5. **Date of Departmental Approval:** 10/7/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Description note

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 332
Course Title	Marketing Management
Description	Nature and functions of marketing; marketing environment, consumer motivation and behavior; marketing institutions at the wholesale and retail levels; market research, product planning, pricing policies, sales management and promotion; and government regulation.
Pre/ Co Requisites	BBA 204
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 332
Course Title	Marketing Management
Description	Nature and functions of marketing; marketing environment, consumer motivation and behavior; marketing institutions at the wholesale and retail levels; market research, product planning, pricing policies, sales management and promotion; and government regulation. NOTE: If a student does not have BBA 204, they can request departmental permission
Pre/ Co Requisites	BBA 204
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

This change is to allow students who may have taken other management courses or have prior experience in management or entrepreneurship to take this introductory course in marketing.

5. **Date of departmental approval: 10/7/21**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Finance
Course Prefix & Number	BBA 235
Course Title	U.S. Residential Mortgage Markets
Description	Introduces U.S. fixed income markets with application to the U.S. residential mortgage market, taking a practitioner's view of a secondary market investor such as an investor in mortgage-backed securities.
Pre/ Co Requisites	NA
Credits	2
Hours	2
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science ____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
The course is designed for students with an interest in financial markets, sales and trading or investment management, but serves to broaden students' understanding of fixed income financial markets, the broader U.S. economy and real estate capital markets. In addition to gaining knowledge of the U.S. residential mortgage markets, students will acquire valuable practical know-how and strengthen their problem-solving skills on real world challenges.

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

1. Gain a broad understanding of the U.S. fixed income and housing finance markets;

2. Deepen understanding of specific fixed income market concepts such as bond pricing, duration, and convexity;

3. Strengthen problem-solving skills through application of classroom materials to real world problems.

5. **Date of Departmental Approval:** 10/7/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Services Administration B.S. 54 credit option
Hegis Number: 0837
Program Code: 10113
Effective Term: Fall 2022

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

2. **From:** ~~Strikethrough~~ the changes
Health Services Administration, B.S. (54 Credit Major)

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.

- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.

- To prepare students for graduate study in Health Services Administration.

Admission Requirements
An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

Distribution of Required Courses and Credits

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (54 credits):

9 credits in Departmental courses:		Credits
HSD266	The U.S. Health Care Delivery System	3
HSD269	Fundamentals of Biostatistics for Health Professionals	3
HSD306	Epidemiology	3

18 credits in Health Services Administration:		Credits
HSA267	Management of Health Organizations	3
HSA301	Human Resources Management and Labor Relations in Health Services	3
HSA304	Financial Aspects of Health Care Administration	3
HSA312	Managed Health Care	3
HSA402	Research and Program Evaluation in Health Services Administration	3
HSA403	Strategic Management: Health Planning in a Competitive Environment	3

6 credits in Health Services Administration Internship:		Credits
HSA470	Heath Services Administration Internship	6

Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

Other Alternatives and Exceptions - I1 and I2
6 credits in Psychology:

PSY166	General Psychology	3
	PSY One 200 or 300 Level PSY course	

Chosen with HSA advisement

6 credits in Economics and Accounting:		Credits
ECO166	Introduction to Macroeconomics	3
Or		
ECO167	Introduction to Microeconomics	3
ACC185	Introduction to Accounting for Non-Accounting Majors	3
Or		
ACC171	Principles of Accounting I	3

9 credits of required electives:
Chosen from the approved list of HSA Major Electives or their equivalent in conjunction with HSA adviser or other Departmental approval as appropriate.

~~HSD~~ Courses:		Credits
~~HSD240~~	~~Nutrition and Health~~	~~3~~

~~HSD308 Legal Issues in Health Care 3~~

~~HSA Courses:~~
~~HSA320 Long-Term Care Administration 3~~
~~HSA325 Nursing Home Administration 3~~
~~HSA401 Quality Improvement in Health Services Organizations 3~~
BBA204 Principles of Management 3
BBA336 Business Law I 3
ENW300 Business Writing 3
(Formerly ENW204)
(Prereq: Department Approval)
ENW307 Health and Science Writing 3
(Prereq: Department Approval)
HIN268 Growth and Development 3
(Prereq: 30 College Credits)
PHI172 Contemporary Moral Issues 3
PHI330 Business Ethics 3
(Prereq: BBA204 or Philosophy Department Approval)
PSY335 Health Psychology 3
(May count as an HSA Major Elective, or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both) (Prereq: PSY166)
SOC240 Death, Dying, and Bereavement 3
SOC305 Sociology of Health Care 3
(Prereq: SOC166 or 1 (2) level SOC)

~~HEA, REC, REH, AND EXS COURSES MAY BE USED TO FULFILL THE HSA MAJOR ELECTIVE REQUIREMENTS. INDIVIDUAL COURSES MAY ALSO REQUIRE APPROVAL BY THE PROFESSOR WHO TEACHES THE COURSE.~~

3. **To:** Underline the changes
Health Services Administration, B.S. (54 Credit Major)

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and

manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.

- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.

- To prepare students for graduate study in Health Services Administration.

Admission Requirements
An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

Distribution of Required Courses and Credits
The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (54 credits):

9 credits in Departmental courses:		Credits
HSD266	The U.S. Health Care Delivery System	3
HSD269	Fundamentals of Biostatistics for Health Professionals	3
HSD306	Epidemiology	3

18 credits in Health Services Administration:		Credits
HSA267	Management of Health Organizations	3
HSA301	Human Resources Management and Labor Relations in Health Services	3
HSA304	Financial Aspects of Health Care Administration	3
HSA312	Managed Health Care	3
HSA402	Research and Program Evaluation in Health Services Administration	3
HSA403	Strategic Management: Health Planning in a Competitive Environment	3

6 credits in Health Services Administration Internship:		Credits
HSA470	Heath Services Administration Internship	6

Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

6 credits in Psychology:		
PSY166	General Psychology	3
	PSY One 200 or 300 Level PSY course	

Chosen with HSA advisement

6 credits in Economics and Accounting:		Credits
ECO166	Introduction to Macroeconomics	3
Or		
ECO167	Introduction to Microeconomics	3
ACC185	Introduction to Accounting for Non-Accounting Majors	3
Or		
ACC171	Principles of Accounting I	3

9 credits of required electives:
Chosen from EXS, HEA, HSA, HSD, REC, and/or REH, with approval of the adviser, or:

Courses:		Credits
BBA204	Principles of Management	3
BBA336	Business Law I	3
ENW300	Business Writing (Formerly ENW204) (Prereq: Department Approval)	3
ENW307	Health and Science Writing (Prereq: Department Approval)	3
HIN268	Growth and Development (Prereq: 30 College Credits)	3
PHI172	Contemporary Moral Issues	3
PHI330	Business Ethics (Prereq: BBA204 or Philosophy Department Approval)	3
PSY335	Health Psychology (May count as an HSA Major Elective, or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both) (Prereq: PSY166)	3
SOC240	Death, Dying, and Bereavement	3
SOC305	Sociology of Health Care (Prereq: SOC166 or 1 (2) level SOC)	3

4. **Rationale:**
The change will allow newly offered HSA courses to count as HSA-approved electives without writing eRMRs for new HSA courses. Allowing all HSA elective courses to count as approved electives is aligned with our curriculum that enables students to select nine credits of HSA-related electives aligned with their future academic and career pursuits.

5. **Date of departmental approval: 5/5/2021**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Type of Change: Change in Pre-requisite

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Health Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REC 421
Course Title	Programs in Therapeutic Recreation Service
Description	Examines program services, leadership methods, and current trends and issues in therapeutic recreation service. Individual and group program planning, including assessment, activity analysis, evaluation, and documentation.
Pre/ Co Requisites	Prerequisite REC 200, REC 210 and REC 221
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REC 421
Course Title	Programs in Therapeutic Recreation Service
Description	Examines program services, leadership methods, and current trends and issues in therapeutic recreation service. Individual and group program planning, including assessment, activity analysis, evaluation, and documentation.
Pre/ Co Requisites	Prerequisite REC 200, REC 210, REC 221, and REC 322
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
REC 322 should be the pre-requisite to REC 421 since REC 322 will prepare students to assess clients in different domains before TR program planning (i.e., REC 421).

5. **Date of departmental approval: 5/5/2021**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 275
Course Title	Health Literacy in the Age of New Media
Description	Examination of web-based communication of health information and its influence on health literacy across diverse populations.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

This experimental course addresses a 1-credit shortfall in total credits required for the Health Education and Promotion (HEA) major. This shortfall is due to a credit transfer issue where only two credits are transferring in for select 3-credit health courses taken at other colleges. There are currently no 1-credit courses offered in the HEA major to fill that gap. The content of this course is a timely complement to the HEA curriculum and examines health literacy, an important construct in this field, and the growing influence that various digital media platforms have on health literacy levels, particularly among vulnerable and at-risk populations.

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

- To define new media and describe its various forms.
- Explain the growing influence of new media on shaping individual and cultural perceptions of health, prevention and treatment.
- Define health communication and describe its various levels within health education and promotion.
- Examine the evolving role of health communication in the marketing and promotion of health information online.
- Examine the dissemination of online health mis- and disinformation and discuss its correlation with health literacy levels.
- Analyze effective health messaging interventions that use new media to reach various audiences.
- Explore digital health communication campaigns designed to reduce disparities among vulnerable and at-risk populations.
- Discuss the benefits and limitations of strategic health messaging through new media to promote health literacy.

5. **Date of Departmental Approval:** 10/06/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Journalism and Media Studies
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Media Commiunications Studies (MCS)
Course Prefix & Number	MCS 300
Course Title	Corporate Communication
Description	Elements of communication in the current corporate environment, including public, community, employee, and government relations.
Pre/ Co Requisites	MCS 220
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3.**To:** Underline the changes

Department(s)	Journalism and Media Studies
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Media Communications Studies (MCS)
Course Prefix & Number	MCS 300
Course Title	Corporate Communication
Description	Elements of communication in the current corporate environment, including public, community, employee, and government relations. NOTE: If students have nto taken MCS 220, they may seek departmental permission
Pre/ Co Requisites	MCS 220
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	X Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society

	____Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of thedepartment and Major/Program):**
Change will permit the use of MCS 300 as an elective course for students taking the Minor in Business and Entrepreneurship for Creative Arts Professionals (BECAP). Course is offered each semester and frequently in Summer and Winter sessions so impact on existing MCS Major will be minimal.

5. **Date of departmental approval:** 10/13/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Description (Note) change

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Middle and High School Education
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education
Description	The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. ~~NOTE: requires 10 hours of supervised fieldwork.~~
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education
Description	The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
The field hours were not necessary in this course because the program already met the minimum New York State requirements.

5. **Date of departmental approval:** May 13, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology, B.A.
Hegis Number: 2208
Program Code: 34034
Effective Term: Fall, 2022

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

2. **From:** ~~Strikethrough~~ the changes
Sociology, B.A. (~~35-41~~ Credit Major)

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.

CORE COURSES (20 credits)

All students are required to complete the following courses:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4
SOC 303	Advanced Methods of Social Research	4
SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:
Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better.

Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.
Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better.

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the ~~300~~ level; the remaining 9 credits may include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY

CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the ~~300- or 400--level~~.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)

Required Courses (18 credits)

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

Note: ~~MAT 104 or higher is strongly recommended.~~

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 Credits)

Required Courses (18 credits)
18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 309	Social Inequality	3
SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3
SOC 335	Global and Cross-Cultural Perspectives on Education and Society.	3

DEPARTMENTAL HONORS

Students who wish to qualify for Departmental Honors are required to complete one 400 level sociology course with a grade of A or A- and receive a positive recommendation from the Department.

WOMEN'S STUDIES OPTION
See the description of the program contained later in the Bulletin.

3. **To:** Underline the changes
Sociology, B.A. (35-44 Credit Major)

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.

CORE COURSES (20 credits)

All students are required to complete the following courses:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4
SOC 303	Advanced Methods of Social Research	4

SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:
Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better.
Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.
Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better. Satisfaction of the College math requirement prior to enrollment in these courses is strongly recommended.

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-, 400- or 700- level; the remaining 9 credits may include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY

CONCENTRATION IN GENERAL SOCIOLOGY (at least 18 credits)

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the 300-, 400- or 700-level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)
Required Courses (at least 18 credits)

At least 18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

	any 400- or 700- Sociology elective, with approval.	

Note: Completion of the College math requirement prior to these courses is strongly recommended prior to enrollment in these courses.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (at least 18 Credits)

Required Courses (at least 18 credits)

At least 18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 309	Social Inequality	3
SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3
SOC 335	Global and Cross-Cultural Perspectives on Education and Society.	3
	Any 400- or 700- Sociology elective, with approval.	

DEPARTMENTAL HONORS

Students who wish to qualify for Departmental Honors are required to complete one 400 level sociology course with a grade of A or A- and receive a positive recommendation from the Department.

WOMEN'S STUDIES OPTION

See the description of the program contained later in the Bulletin.

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

The proposed changes do not impact the learning outcomes of the department or program. They are designed to address barriers to student engagement in research and departmental honors program for students in concentrations. Adding three credits to the maximum means that students who have finished their three concentration courses

can still take 400- or 700- level sociology courses on topics relevant to their concentrations.

It also will facilitate taking two semesters of SOC 481 which was deliberately repeatable to allow more extensive projects. Currently the 700 level course is used to accommodate MALS students and this will give motivated undergraduates the opportunity to take more challenging versions of their sociology courses. This should in particular ensure that students have appropriate writing samples for graduate school admission.

5. **Date of departmental approval:** 10/20/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Title, contact hours, description, notes

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Sociology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 223
Course Title	~~Quantitative Data Analysis for Social Scientists~~
Description	Use of quantitative ~~social science methods to~~ critically analyze and evaluate data. Topics include, but are not limited to: aging, education, poverty, global inequality, race and ethnicity, criminology and health. ~~Prerequisite: A score of 60 or higher on the algebra section of the Compass exam or its equivalent as determined by the Department of Mathematics.~~
Pre/ Co Requisites	~~Department Consent Required~~.
Credits	3
Hours	~~4~~
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **To:** Underline the changes

Department(s)	Sociology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 223
Course Title	Quantitative Reasoning for Social Scientists
Description	Use of quantitative reasoning to critically analyze and evaluate data. Topics include, but are not limited to: aging, education, poverty, global inequality, race and ethnicity, criminology and health. Note: Does not replace the requirement for SOC 345 for Sociology majors.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

1. Change to title to more clearly distinguish from SOC 345 (“Quantitative analysis of sociological data).
2. Change to description to remove mention of Compass exam and the math department and to emphasize quantitative reasoning.
3. Change to hours because of lack of separate lab. Also this makes it fit Pathways 3 credit/3 hours requirement.
4. Remove requirement for departmental permission to make access to this course easier.
5. Add note to make it clear that this course does not satisfy the statistics requirement for the sociology major.

This change does not impact the learning outcomes of the department or major. It is hoped that these changes will make it possible to offer the course regularly.

5. **Date of departmental approval:** 10/20/2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

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

2.

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Liberal Arts
Course Prefix & Number	LEH 102
Course Title	Liberal Arts in Science and Professional Practice
Description	Nature of the liberal arts, goals and objectives of General Education, and links between liberal arts and careers in the sciences and professional practice. Specific focus on information literacy, critical thinking, and intellectual integrity.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
This course is a pilot and part of a redesign of thematic Meta-major Learning Communities in our first-year program. Aligned with high impact best practices, this course is specifically intended for science and pre-professional programs as a condensed version of LEH 100. In the redesign of the learning communities, for students in a variety of pre-majors the first semester either does not allow space for a 3 credit LEH course (for example, students intending to pursue Biology or Chemistry majors) or there is a specific course in the community covering some of the content that is usually covered in LEH 100 (for example, students in health-related majors will take HPI 101).

4. **Learning Outcomes (By the end of the course students will be expected to):**
explain the development, importance and goals of a liberal arts education;

identify the specific general education requirements of Lehman College, and create an educational plan;

demonstrate awareness of campus academic and support resources;

examine the career exploration process and how their own skills and interests match up to a chosen major/career path.

5. **Date of Undergraduate Curriculum Committee Approval:** 11/03/21

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

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

2.

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 250
Course Title	First-year Seminar
Description	Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports, and links between the disciplinary area and careers.
Pre/ Co Requisites	Completion of 30 credits or fewer.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **Rationale:**
The proposed course begins to educate and empower students to be engaged in their communities by introducing them to the nature and value of the liberal arts and sciences, as well as introducing them to Lehman College. It is designed to replace the current LEH 100. From those courses, LEH 250 strengthens the focus on:

- the importance of the liberal arts and sciences,
- critical thinking and problem solving,
- developing communication skills,
- integrating students to college and to Lehman.

The proposed course adds a stronger focus on specific disciplines within the liberal arts and sciences, is more specific about outcomes, and is designed to parallel the advanced LEH 351-355 courses students will take later in their academic career. Because of the parallels with the advanced courses, students who complete LEH 250 will be required to complete one LEH 351-355 rather than two (see accompanying proposal). First-year seminars and experiences are considered high-impact "best practices" by higher-education associations such as the Association of American Colleges and Universities (AAC&U) and thus, it is important for Lehman to continue this first-year experience for our students. Indeed, our own statistics show that students who came to Lehman as freshmen, took one of our 100-level LEHs and graduated had a higher average GPA upon graduation (GPA 3.213; 3,172 students) than did the students who came to Lehman as freshmen and graduated *without* having taken one of our 100-level LEH courses (GPA 3.049; 4,622 students).

The instructional pedagogies used will encourage and support active learning and active engagement with course material. Opportunities for students to interact and work collaboratively will be a component of LEH 250.

The proposed learning outcomes are based on the desired characteristics of a Lehman graduate, as they focus on students' critical thinking and communication skills within a broad, disciplinary area in relation to real-world problems and phenomena. The course will therefore help to lay the groundwork for students to become educated, empowered and engaged Lehman graduates.

4. **Learning Outcomes (By the end of the course students will be expected to):**
At a level appropriate to completing an introductory course:

- Employ the methods of critical inquiry and analysis in at least one of the following disciplinary areas: social sciences, life and physical sciences, humanities, applied perspectives.
- Demonstrate skills in critical thinking and problem solving:
    - use inquiry to identify and define a problem,
    - constrain a problem into a specific and measurable goal,
    - break a problem into its component parts, prioritize those parts and identify methods in the relevant disciplinary area(s) to solve the problem,

    - select, comprehend, and critically evaluate scholarly, popular and reference texts to solve a problem or support or oppose an idea or position,
    - use appropriate methods of citation in the relevant disciplinary area(s).
- Communicate the significance of the problem as well as solutions to a diverse audience using writing, oral presentation, or other diverse media (e.g., visual representation, performance or design).
- Interact and work collaboratively with peers to define problems, identify various disciplinary methods to solve problems, and use inquiry to address discipline-specific problems and questions that require deeper engagement and analysis.

Transition to college and to campus life at Lehman College by being able to:

- Identify the mission and values of Lehman College and the existing Lehman services supporting that mission (e.g., Academic Advisement, Campus Life, Career Services, Counseling Center, Instructional Support Services, Office of Prestigious Awards, Student Disability Services).
- Identify requirements of the General Education curriculum, and the relations among the requirements, and construct a 4-year college plan, including major, minor and general education courses.
- Use existing technological tools (e.g., Blackboard, CUNYFirst, DegreeWorks, Lehman360, Library resources).
- Examine the career exploration process and how their own skills and interests match a chosen major/career path.

5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
   Date of Committee on Admissions, Evaluation and Academic Standards approval: November 18, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Name of Program and Degree Award: *College Option Pathways General Education*
Effective Term: Fall 2022

1. **Type of Change:** Change in Degree Requirements, LEH Requirements

2. **From:** ~~Strikethrough~~ the changes

Integration Courses (2 Courses, 6 Credits)

Integration Courses are the College Option in CUNY General Education.

~~*This requirement applies only to students in the upper division, i.e. juniors and seniors.* After earning a minimum of 60 credits or earning an Associate's Degree, and officially selecting a major, all upper-division students must complete two LEH courses. The two are to be chosen in topics~~ outside their major ~~from four of the following five variable topics courses~~. Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

LEH 351: Studies in Scientific and Applied Perspectives. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the social sciences, life and physical sciences and applied perspectives. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology, Biology, Biology Teacher Grades 7-12, Biology BS/MS Dual Degree, Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Foods, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science,

Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.

LEH 352: Studies in Literature. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in literature. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Comparative Literature, English, French, French Teacher Education 7-12, Italian, Italian Teacher Education 7-12, Latin, Russian, Spanish and Spanish Teacher Education 7-12.

LEH 353: Studies in the Arts. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the arts. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.

LEH 354: Studies in Historical Studies. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in historical studies. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, History (Teacher Education), Latin American and Caribbean Studies, Latino Studies.

LEH 355: Studies in Philosophy, Theory and Abstract Thinking. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in philosophy, theory and abstract thinking. Prerequisites: official selection of a major and either completion of ~~60 General Education~~ credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.

3. **To:** Underline the changes

Integration Courses (2 Courses, 6 Credits)

Integration Courses are part of the College Option in CUNY Pathways General Education.

Students must complete **TWO "LEH" ("L" "E" "H") COURSES**:

EITHER

LEH 250 and ONE course chosen from LEH 351, 352, 353, 354 or 355 *that is outside of their major (see notes on each course).*

OR

TWO different LEH courses chosen from LEH 351, 352, 353, 354 or 355 *that are outside of their major (see notes on each course).*

LEH courses are variable topics courses, in which each section covers a specific topic. Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

LEH 250: First-year Seminar. *3 hours, 3 credits*. Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the

liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports, and links between the disciplinary area and careers. Pre-requisite: Completion of 30 credits or fewer.

LEH 351-355
Students must select upper-division LEH courses (LEH 351, 352, 353, 354 or 355) that are outside of their major (see the notes below). Pre-requisite for all of the upper-division LEH courses: Completion of 45 credits or an Associate's Degree and an official declaration of major.

LEH 351: Studies in Scientific and Applied Perspectives. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the social sciences, life and physical sciences and applied perspectives. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology, Biology, Biology Teacher Grades 7-12, Biology BS/MS Dual Degree, Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Foods, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.

LEH 352: Studies in Literature. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in literature. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Comparative Literature, English, French, French Teacher Education 7-12, Italian, Italian Teacher Education 7-12, Latin, Russian, Spanish and Spanish Teacher Education 7-12.

LEH 353: Studies in the Arts. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in the arts. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.

LEH 354: Studies in Historical Studies. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in historical studies. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, History (Teacher Education), Latin American and Caribbean Studies, Latino Studies.

LEH 355: Studies in Philosophy, Theory and Abstract Thinking. *3 hours, 3 credits* (may be repeated for credit with a different topic). Selected topics in philosophy, theory and abstract thinking. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
This proposal is being submitted together with two additional proposals:

1. A proposal for a new first-year seminar, LEH 250, that is a closer parallel to the LEH 351-355 courses than the current LEH 100.
2. A proposal to lower the credit-requirement for the upper-division LEH courses from 60 to 45 credits.

This proposal maintains the current LEH requirement that students must complete two integration courses. However, it allows students who complete the new LEH 250, and thus complete an integration course early in their college careers, to count it toward their general education requirements. Under the current general education requirements, neither LEH 100 nor 102 count toward the general education requirements.

5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
Date of Committee on Admissions, Evaluation and Academic Standards approval: November 18, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 351
Course Title	Studies in Scientific and Applied Perspectives
Description	Selected topics in the social sciences, life and physical sciences and applied perspectives. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology/Biology/Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Food, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World __X_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 351
Course Title	Studies in Scientific and Applied Perspectives
Description	Selected topics in the social sciences, life and physical sciences and applied perspectives. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology/Biology/Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Food, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World __X_ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

The UCC proposes lowering the cut-off for taking LEH 35x courses to 45 credits. We recommend making the number 45 credits because of the way in which CUNYFirst divides students into cohorts—with 45-60 credits being one of the cohorts. Essentially, this change would allow students to take LEH 35x in the semester in which they are expected to *achieve* the 60-credit threshold. It therefore maintains the spirit of the idea that the LEH 35x courses are upper-division general education classes while giving

students who arrive at Lehman with just less than 60 credits the option to fill out their programs by taking LEH 35x courses.

5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
   Date of Committee on Admissions, Evaluation and Academic Standards approval: November 18, 2021

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 352
Course Title	Studies in Literature
Description	Selected topics in literature. NOTE 1: In general, students should expect writing assignments and computer based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Classics, Comparative Literature, English, French, German, Greek, Greek and Latin, Hebraic and Judaic Studies, Italian, Latin, Russian and Spanish.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World __X_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 352
Course Title	Studies in Literature
Description	Selected topics in literature. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Classics, Comparative Literature, English, French, German, Greek, Greek and Latin, Hebraic and Judaic Studies, Italian, Latin, Russian and Spanish.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

	__X_ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

The UCC proposes lowering the cut-off for taking LEH 35x courses to 45 credits. We recommend making the number 45 credits because of the way in which CUNYFirst divides students into cohorts—with 45-60 credits being one of the cohorts. Essentially, this change would allow students to take LEH 35x in the semester in which they are expected to *achieve* the 60-credit threshold. It therefore maintains the spirit of the idea that the LEH 35x courses are upper-division general education classes while giving students who arrive at Lehman with just less than 60 credits the option to fill out their programs by taking LEH 35x courses.

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CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 353
Course Title	Studies in the Arts
Description	Selected topics in the arts. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World __X_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 353
Course Title	Studies in the Arts
Description	Selected topics in the arts. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

	__X_ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

The UCC proposes lowering the cut-off for taking LEH 35x courses to 45 credits. We recommend making the number 45 credits because of the way in which CUNYFirst divides students into cohorts—with 45-60 credits being one of the cohorts. Essentially, this change would allow students to take LEH 35x in the semester in which they are expected to *achieve* the 60-credit threshold. It therefore maintains the spirit of the idea that the LEH 35x courses are upper-division general education classes while giving students who arrive at Lehman with just less than 60 credits the option to fill out their programs by taking LEH 35x courses.

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UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 354
Course Title	Studies in Historical Studies
Description	Selected topics in historical studies. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, Latin American and Caribbean Studies, Latino Studies.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World __X_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 354
Course Title	Studies in Historical Studies
Description	Selected topics in historical studies. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, Latin American and Caribbean Studies, Latino Studies.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

	__X_ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

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UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 355
Course Title	Studies in Philosophy, Theory and Abstract Thinking
Description	Selected topics in philosophy, theory and abstract thinking. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.
Pre/ Co Requisites	Declared major and either completion of ~~60~~ credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World __X_ College Option

3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	LEH
Course Prefix & Number	LEH 355
Course Title	Studies in Philosophy, Theory and Abstract Thinking
Description	Selected topics in philosophy, theory and abstract thinking. NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet. NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.
Pre/ Co Requisites	Declared major and either completion of 45 credits or an Associate's Degree
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World __X_ College Option

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

According to the prerequisites for the LEH courses, students who transfer into Lehman without an Associate's degree must have declared a major and earned 60 credits to be eligible to take any of the LEH 35x courses. The 60-credit limit has turned out to be problematic for many students who come to Lehman—particularly transfer students in high-credit majors, who are often transferring into Lehman after most of the upper-level courses in their majors have already been filled. If these students do not have an Associate's degree or do not have 60 credits, they cannot take LEH 35x—and yet there are often not enough seats available in their major courses for them to fill out their programs, thus delaying their graduations and/or interfering with financial aid. In the fall of 2020, for instance, 208 students transferred into Lehman with 55-59 credits and without an Associate's degree, many in high-credit majors (19 BBA, 16 HSA, 6 CIS, 25 Nursing, 12 Social Work, for instance). Another 197 transferred in with 50-54 credits and without an Associate's degree (19 BBA, 11 Exercise Science, 10 CIS, 16 HSA, 16 nursing, 13 Social work, for instance). All of these students were prohibited from taking LEH 35x.

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5. **Date of Undergraduate Curriculum Committee Approval:** October 6, 2021
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Library Technology and Telecommunications Committee Meeting Report

Library

- With Final Exams only a few weeks away – Library has extended hours for student study: Two Hours for Study space; Two Hours for Computer use; One Hour for Scanning; 5 Minutes for Book Pickup-Return. Limit of 35 Patrons and staff on first floor remains in effect. Library has simplified access process: make your appointment on LibCal. Visit Library Homepage for more details. **Masks are Mandatory for everyone visiting Library**.
- Library unable to accommodate Group Study requests at this time. Future service will be denied if patron does not follow Library procedures.
- Expanded Library Hours: Library OPEN Monday-Friday, 9:00 AM – 5:00 PM. No Weekend Service. Library working to formulate Schedule for Winter-Spring.
- Drop-in Zoom Research support available for community Tuesday and Wednesday afternoons, 2:00 – 5:00 PM. Please schedule an Appointment on LibCal.
- Chat, e-mail, telephone support still available
- Stacy Katz reported on special Open Educational Resources professional development course, *Open for Anti-Racism*, facilitated by Sherry Deckman this Spring

Information Technology

- The IT division will be providing additional technical demos of the proposed new hyflex teaching spaces on December 8th and 14th, as well as on January 25th and 26th. Feel free to attend in-person or remotely. Additional technical demos will be held during the spring semester. Hyflex workshops, as well as one-on-one support is available from the Office of Online Education as well as from faculty mentors that have gone through workshops at the School of Professional Studies. Migdio and I are also available for one-on-one sessions, as needed.
- The Call for Tech Fee Proposals will be sent out in the next day or so. Please keep an eye on your email – we look forward to your proposals and thank the Tech Fee Committee, of which half the members are students, for their work on the review process, which will start in February/March. After approval by the President and CUNY central, Tech Fee funds are typically available starting in October of the fall 2022 semester.
- The college community is reminded to stay vigilant with malicious "phishing" and malware emails directed to students, faculty, and staff. This is especially so during the holiday season. Students are reminded not to reply to job offers from unknown senders

or what appears to be personal accounts. The latest email scam yesterday was from a fraudulent Crypto website looking for students to help evaluate "Crypto ATM machines… " Please never provide personal, confidential or financial information in response to an email.

Blackboard

- Our Bb environment will undergo an upgrade to SaaS (Software as a Service) later this fall. The upgrade is planned for December 28th-30th. During the Upgrade Period, Bb will not be available. When Bb becomes available, the community will have the latest updates and fixes. We will no longer need to take Bb offline to do the upgrades as Bb will be in "the cloud" and updates will become transparent.
- Our Spring 2022 Courses will be created following Thanksgiving break. We have targeted December 10th to have spring 22 courses ready.
- Thanks to all who attended our VoiceThread workshop on November 12th. A link to the recording of the workshop was sent to your email. We will have another workshop in the spring.

Academic Assessment Committee Report

Lehman College, The City University of New York

Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness

Assessment Management System

- The implementation process for Watermark's *Planning & Self-Study* has started.
- Multiple planning meetings have been held.
- Single sign-on will be used.
- Accreditation report templates have been imported.
- Lehman College's ILOs have been added.
- Lehman's Schools, programs, and courses have been imported.

Assessment Management System

- *MavenLink* forum for system administrators to collaborate with Watermark was created
- System Administrators have been given login credentials.
- List of assessment liaisons was provided
- An I.T. contact was provided.
  - I.T. will provide a .CVS-format organizational structure for Lehman College that will be imported into Planning & Self-Study. That structure will provide the schools, programs, departments, and personnel. Afterward, roles and permissions will be worked out.
- The vendor will be provided with specifications to tailor the user submissions around Lehman College's six-step assessment process
- Full implementation is expected in time for assessment report submission

2021 AY Assessment Report Submission

Annual institutional assessment report

- Draft completed and being reviewed by the Associate Provost and Provost
- The approved Annual Assessment Report will be published on the Institutional Effectiveness website

2022 AY Assessment Plan Submission

Submissions are underway

- General Education: Two ILOs: 'Information Literacy' and 'Oral and Written Communications'
- AES Assessment
- Academic Assessment

AAC Meeting of November 7:

Highlights:

- ✓Discussed the AMS
- ✓Provided updates on an "Assessment Hour" for faculty and forthcoming assessment workshop

Next Meeting

December 9th at 2:00 PM