Minutes of
The Lehman College Senate Meeting
Wednesday, September 10, 2014
Senate Meeting

Senators Present: Aguilar, S.; Akan, A.; Alonso, O.; Baez, A.; Bamshad, M.; Bayne, G.; Bergmann, R.; Cheng, H.; Cintrón, N.; Clark, V.; Conner, P.; Dangleben, T.; Danquah, K.; Deas, M.; DeJesus, M.; Dellapina, M.; Diallo, T.; Escano, D.; Fayne, H.; Fera, J.; Fernández, R.; Feinerman, R.; Georges , A.; Gerry, C.; Guzman, C.; Guzman, M.; Happy, M.; Hill, W.; Hurley, D.; Jervis, J.; Kremenitzer, J.; Larimer, A.; Latimer, W.; Machado, E.; Magdaleno, J.; Marianetti, M.; Markens, S.; Mateo, K.; Maybee, J.; Medina, D.; Mibenge, C.; Mohan, V.; Morrobel-Sosa, A.; Munoz, M.; Nadeem, S.; Nguyen, R.; Nnamdi, O.; O'Connor, N.; Peréz, M.; Petkov, R.; Philipp, M.; Prince, P.; Prohaska, V.; Rachlin, J.; Rivera-McCutchen, R.; Rodriguez, D.; Rodriguez, V.; Rupp, S.; Saccomano, S.; Sailor, K.; Samuel, L.; Schlesinger, K.; Sen, G.; Stuckart, D.; Tananbaum, D.; Tidjani, M.; Valentine, R.; Waring, E.; Yang, L.; Yates, S.; Yavuz, D.; Zucchetto, V.

Senators Absent: Amend, A.; Angeli, A.; Calvet, L.; Carey, R.; Christian, M.; Cordero, A.; DiRaimo, S.; Esteves, C.; Holloway, J.; Jafari, M.; Jordan, S.; Juarez, R.; Kowaleff, M.; Martin, O.; Pettipiece,D.; Reyes, J.; Ricourt, M.; Saldana, E.; Silverman, H.; Spence, N.; Tolone, M.; Yissi-Nintcheu, M.

The meeting was called to order by Prof. Tananbaum, the outgoing Chair of the Senate, at 3:43p.m., due to President Ricardo R. Fernández being delayed.

The minutes of the April 30, 2014 meeting were approved by unanimous voice vote.

<u>Announcements and Communications</u>--

Prof. Tananbaum welcomed everyone to the new academic year. He announced Convocation will be on Wednesday, September 17th at 11:00a.m., where Prof. Marianetti will be honored as the Teacher of the Year.

Provost Morrobel-Sosa welcomed everyone to the new academic year. She introduced two new deans: Dr. Gautam Sen, Dean of the School of Natural and Social Sciences and Dr. William Latimer, founding Dean of the School of Health Sciences, Human Services and

Nursing. She also welcomed the new faculty and announced that they will be recognized at Convocation.

The Provost announced that this past July 3rd, Lehman College signed a reverse transfer agreement with Bronx Community College and Hostos Community College, which will facilitate the award of Associate degrees to students who do not complete their Associate degrees at the community college before transferring to Lehman. Students who take courses at Lehman College can have those credits transferred back to their home institution to complete their degree. One of the benefits is that students who complete their Associates degree are more likely to complete their Baccalaureate degree. This effort was successful as a result of a coordinated effort by the offices of the Provost, Student Affairs and the Information Technology at all three schools.

The Provost reported that the College submitted a FIPSE proposal for $4 million dollars over a four year period for the "First in the World" competition. The grant was written with the assistance of a team led by Anne Rothstein. We should be notified of acceptance by the end of this month.

The College submitted its Periodic Review Report to Middle States and received a positive review. We were commended on two of the most difficult standards, which is an achievement. The Provost thanked everyone who worked on this report, in particular Dean Pettipiece who put all of the materials together so that it sounded as written under one voice.

Lastly, the Provost reminded everyone of the September 11th memorial at 10:30a.m. and the Constitution Day speaker is Allan Wernick from CUNY Citizenship Now!

a. Student Legislative Assembly—

Mr. Marcus Peréz announced that he is the Chair of the Student Legislative Assembly. He welcomed everyone back for a productive academic year. He announced three main initiatives: establishing "A+" grades, evaluating the "Bell Schedule" and signage to increase the ease of navigation through the underground tunnels.

The next Student Legislative Assembly meeting will be October 1st.

REPORTS OF STANDING COMMITTEES–

1. Graduate Studies-

Prof. Janet DeSimone presented proposals from the following departments: Middle and High School Education and Language and Literatures.

The proposals were approved by unanimous voice vote.
See Attachment I.

Prof. DeSimone announced that the new meeting deadlines and meeting schedule are posted on the Senate website.

2. Governance Committee-

Prof. Duane Tananbaum presented the report.

Prof. Tananbaum reminded everyone to sign the attendance sheets, attend meetings so we have a quorum, and where they should sit depending on whether they are senator or observers.

The Governance Committee nominated Prof. Vincent Prohaska of the Psychology Department to fill the vacancy on the Curriculum Committee. He was elected by unanimous voice vote.

Prof. Rosalind Carey and Prof. Manfred Philipp were nominated to two year terms on the Governance Committee. They were both elected unanimously by voice vote.

Marcus Perez was nominated as one of the student representatives to the Governance Committee. He was elected unanimously by voice vote.

Prof. Tananbaum announced that the Governance Committee will briefly meet after the Senate meeting to set the next committee meeting date and time.

3. Committee on Admissions, Evaluations and Academic Standards-–

There was no Committee report.

Prof. Penny Prince announced the next meeting will be on Monday, September 15th at 2:15p.m. in Music 313.

4. Undergraduate Curriculum--

There was no Committee report.

5. Academic Freedom--

Prof. Robert Valentine reported that the Committee met last Wednesday, September 3rd. The first wave of surveys was run from April 28th through June 6th. There are 70 responses to date, noting that surveys were not conducted over the summer. The committee plans to hand out blank copies of the survey at the next General Faculty Meeting, and electronic surveys will also be disseminated soon. Prof. Valentine announced that he was elected to serve as the Chair of the Academic Freedom Committee for another year.

The next meeting will be on Tuesday, September 30th at 3:30p.m. in CA201.

6. Library, Technology, and Telecommunication—

There was no Committee report.

7. Campus Life and Facilities —

There was no Committee report.

The next meeting is scheduled for Wednesday, October 8th S-014. The time is to be determined.

8. Budget and Long Range Planning —

There was no Committee report.

Prof. Cheng asked Senators to let the Committee know if there are questions about the budget so that the Committee can prepare a response.

The next meeting will be on Wednesday, October 22nd at 3:30p.m. in S-336.

9. University Faculty Senate Report—

Prof. Philipp presented the report (See Attachment II).

President Fernández made a few announcements.

1. The College has exceeded its enrollment target. We have the largest number of transfer students in over twenty years, and we have also significantly increased the number of freshman students. Overall, our FTE's went up by about 900.
2. Last Monday, September 8th, the President attended the CUNY Board of Trustees Executive Committee meeting and on the agenda was the naming of the Mexican Studies Institute, located at Lehman College as the Jaime Lucero Mexican Studies Institute. This is in recognition of the strong support that Mr. Lucero has shown for students as well as the Institute. Mr. Lucero has also made a significant donation to the Lehman College Foundation, which will be used to support scholarships for students.

Old Business----None.

New Business----

President Fernández opened the floor for nominations to elect a Chair of the Senate to preside in the absence of the President. Prof. Tananbaum was nominated and elected by unanimous voice vote.

ADJOURNMENT

President Fernández adjourned the meeting at 4:11 p.m.

Respectfully submitted:

Mary T. Rogan

LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Languages & Literatures
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Spanish
Course Prefix & Number	**SPA 601**
Course Title	~~**Workshop in Spanish Grammar**~~
Description	~~Grammatical analysis and selected readings dealing with the evolution of the Spanish language. Emphasis on syntax and lexical experience.~~
Pre/ Co Requisites	(Open to qualified undergraduates with Departmental permission.)
Credits	3 credits
Hours	3 hours
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. **To:**

Department(s)	Languages & Literatures
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Spanish
Course Prefix & Number	**SPA 601**
Course Title	**Hispanic Linguistics**
Description	Major issues related to the general structure of the Spanish language (phonology, morphology, syntax, semantics, pragmatics), including rules for word and sentence formation
Pre/ Co Requisites	(Open to qualified undergraduates with Departmental permission.)
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

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

The change of course name more closely reflects the content of this graduate course and brings this course title in line with similar courses at other graduate Spanish programs in the United States. As described in the "Program Standards for the Preparation of Foreign Language Teachers" developed by the American Council of the

Teaching of Foreign Languages (ACTFL), students attempting to become teachers need to develop an "Understanding of Linguistics" (Standard 1.b). This includes becoming familiar with the target language system (in this case, Spanish). For that reason, the Department has renamed SPA 601- (Hispanic Linguistics); it has also changed the description and objectives to bring them more in line with current ACTFL standards.

Learning Objectives:

- Describe the target language phonological features (phonemes and allophones) and diagnose their own target language pronunciation problems.
- Demonstrate understanding by describing how words are formed (morphological rules), how sentences are put together (syntactic patterns), and how meaning is conveyed (semantics).
- Explain the rules for word and sentence formation such as those pertaining to the verb system (time, aspect, mood), agreement (nouns and adjectives/articles, verbs, and subjects), word order, the pronominal system, use of key prepositions, and interrogatives.
- Demonstrate mastery of pragmatic features of the target language.

5. **Date of departmental approval:** April 10, 2014

LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages & Literatures
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Spanish
Course Prefix & Number	**SPA 618**
Course Title	**Spanish Dialectology and Sociolinguistics**
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily Spanish-speaking communities and principal methods of sociolinguistic research and discourse analysis.
Pre/ Co Requisites	
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:**
As described in the "Program Standards for the Preparation of Foreign Language Teachers" developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an "Understanding of Linguistics" (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, Spanish). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed a Spanish Dialectology and Sociolinguistics class (SPA 618) that will be offered as a requirement for the Department of Middle & High School Education's revised Master's Degree for candidates in Spanish Language Teacher Education.

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

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

5. **Date of Departmental Approval:** April 10, 2014

LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages & Literatures
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Spanish
Course Prefix & Number	**SPA 619**
Course Title	**Hispanic Culture**
Description	A survey course that provides an understanding of the complex cultural realities of the Hispanic World through the interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art). The course will also enable the students to integrate the newly acquired knowledge into their foreign language instruction.
Pre/ Co Requisites	
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:**
As described in the "Program Standards for the Preparation of Foreign Language Teachers" developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop "Cultural Understandings" (Standard 2.a.) and an "Understanding of Cultural Texts and Traditions" (2.b.). This includes the ability to identify and to interpret the contributions of major artists, thinkers, writers, film makers and other cultural icons in order to analyze how they represent the target culture traditions through time and space. For that reason, the Department has developed an Hispanic Culture class (SPA 619) that will be offered as a requirement for the Department of Middle & High School Education's revised Master's Degree for candidates in Spanish Language Teacher Education.

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

- Demonstrate the connections among the perspectives of a culture and its practices and products.
- Integrate the acquired framework in their pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

5. **Date of Departmental Approval:** April 10, 2014

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Spanish Teacher, Grades 7-12, MA; Spanish Teacher Education, Grades 7-12, Transitional B
Hegis Number: 1105.00; 0899.50
Program Code: 33999; 31655
Effective Term: Spring 2015

1. **Type of Change:** Degree Requirement, Admission Requirement, Certification Requirement

2. **From:**

M.A. in Teaching Spanish
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 Spanish grades 7-12 upon completion of additional New York State Education Requirements. Applicants ~~for this degree include:~~

Sequence 1 **(~~33-36 crs~~):** Candidates who seek initial New York State certification in Spanish grades 7-12
Sequence 2 **(~~33 crs~~):** Transitional B candidates who seek initial New York State certification in Spanish grades 7-12

Admission Requirements
1. A bachelor's degree (or its equivalent) from an accredited college or university.
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 ~~evidence of having taken~~ the New York State ~~Liberal Arts and Sciences Test (L.A.S.T.)~~
5. If conditionally admitted, ~~make up not more than 12 credits of specific undergraduate course work,~~ 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. ~~Submit scores for the A.C.T.F.L. O.P.I. Oral Proficiency Interview.~~

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 (Teaching Spanish) requires a total of 33-36credits distributed as follows:~~
~~15 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular Literature, and 3 credits in Hispanic American literatures.~~
~~18-21 credits in Education, including ESC 501 (3), ESC 502 (3), ESC 506 (3), ESC 524 (3), ESC 562 (3), plus ESC 595 (for teachers; 3 credits) or ESC 596 (for student teachers, (6 credits).~~

~~Sequence 2 (Teaching Spanish: Transitional B) requires a total of 33 credits distributed as follows:~~
~~15 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular Literature, and 3 credits in Hispanic American literatures.~~
~~18 credits in Education, including ESC 501(3), ESC 502 (3), ESC 506 (3), ESC 524 (3), ESC 562 (3), ESC 595 (3), ESC 611 (0), and ESC 612 (0).~~

~~Any student who did not obtain a passing score on the A.C.T.F.L. O.P.I. (Oral Proficiency Interview) must re-do the interview prior to completing 18 credits [and obtain passing scores. All students in the program must pass a comprehensive examination.~~

Additional requirements for Certification in Teaching Spanish 7-12:

In order to be recommended for Initial Certification in teaching Spanish 7-12, candidates in Sequence 1-2 must (a) have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences; (b) present passing scores on the following New York State examinations: ~~[L.A.S.T., A.T.S.-W.,~~ and Content Specialty Test; and (c) meet any additional New York State requirements.

~~In addition to completing a Master's program, In order to qualify for Professional Certification in teaching Spanish 7-12, candidates in sequences 1-2must 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.

3. **To:**

M.A. in Teaching Spanish
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 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 crs): Candidates who seek initial New York State certification in Spanish grades 7-12

Sequence 2 (36 crs): Transitional B candidates who seek initial New York State certification in 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 New York State Academic Literacy Skills Test (ALST) and 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.

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.)
  ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 506 (3)

- Methods of Teaching Spanish (6 crs)
  ESC 524 (3), ESC 562 (3)

- Spanish Language, Literature, and Culture (15 crs.)
  SPA 601 (3), SPA 618 (3), SPA 619 (3), and 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, ESC 595 (2) and ESC 611 (1) or Student Teaching in Spanish, ESC 596 (3) and ESC 612 (3)

Sequence 2 (36 crs.) Transitional B candidates who seek initial New York State certification in Spanish grades 7-12

- Educational Foundations (12 crs.)
  ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 506 (3)

- Methods of Teaching Spanish (6 crs)
  ESC 524 (3), ESC 562 (3)

- Spanish Language, Literature, and Culture (15 crs.)
  SPA 601 (3), SPA 618 (3), SPA 619 (3), and 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.

- Teaching Internship
  ESC 595 (2) and ESC 611 (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: ALST, 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.

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

These changes are being made to make our program description clearer and more precise, to bring our admission and continuation criteria in line with that of other CUNY programs, to incorporate changes in the NYS Dept. of Ed. teacher certification exams, and to help meet the standards set by our accrediting agency and professional organization.

ESC 529-Languages and Literacies Acquisition in Secondary Education was added to align the graduate foreign language curriculum with the undergraduate, to meet accreditation expectations, and to prepare teachers more effectively to serve limited literacy, at-risk, language-diverse students.

Changes to the practicum seminars ESC 611 and 612 and teaching internship/ student teaching courses ESC 595 and 596 were approved in 2012 to give us more flexibility in meeting new State testing standards. These course changes are being added to this program now as we reactivate it.

In line with the current trend toward dual certification, we include a phrase to inform prospective Teaching Spanish candidates about this option in ESOL.

5. **Date of departmental approval:** April 18, 2014

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL

CURRICULUM CHANGE

Name of Program and Degree Award: TEACHERS OF LANGUAGES OTHER THAN ENGLISH (LOTE), ADV. CERTIFICATE
Hegis Number: 1199.01
Program Code: 28063
Effective Term: Spring 2015

1. **Type of Change:** Advanced Certificate Admission Requirement, Program Requirement, Certification Requirement

2. **From:**

Advanced Certificate ~~for~~ Teachers of Languages Other than English (LOTE) (~~15-18~~ Credits)
This program is designed for candidates who already have a master's degree in a language other than English and who seek New York State Certification in the ~~area~~ of Languages Other than English (LOTE) grades 7-12.

Admission Requirements

1. Bachelor's degree (or its equivalent) from an accredited college or university that meets the State's requirements for a general education core in the liberal arts and sciences.
2. Master's degree in a language other than English.
3. Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average (GPA) of 3.0 or better.
4. Satisfy the content requirements for New York State Initial Certification in education in a language other than English, grades 7–12.
5. ~~Present~~ scores ~~for~~ the Content Specialty Test (CST) ~~and LAST~~
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview.
8. Satisfy appropriate voice, speech, and health standards.
9. Meet additional Departmental, divisional, and New York State requirements, if any.
10. If conditionally admitted, ~~make up requirements~~ starting in the first semester and finishing in no more than three consecutive semesters.
11. ~~Submit scores for the ACTFL OPI (Oral Proficiency Interview.~~

Certificate Requirements

Students must consult with the adviser in the ~~LOTE Education~~ Program before starting their certificate program. During their first semester, matriculated students are required

to plan their program with the LOTE Education Program Adviser. All students must complete the ~~15~~-credit curriculum below. In order to be recommended for certification, candidates must pass the~~ CST (if applicable) and LAST within the first semester following matriculation~~, complete the ~~LOTE Education~~ Certificate with a cumulative index of 3.0 or better, and meet any additional New York State requirements.

Curriculum
The ~~15~~-credit certificate curriculum consists of three instructional areas:

I. Foundations of Education (~~6~~ credits)
ESC 501~~: Psychological Foundations of Education~~ (3 ~~credits~~) ~~and~~
ESC 502~~: Social Foundations of Education: A Multicultural Perspective~~ (3 ~~credits~~)

II. Methods, Curriculum, and Instruction (6 credits)
ESC 524~~: Teaching Foreign Languages in Middle and High School~~ (3 ~~credits~~).
ESC 562~~: Teaching Language Arts in Languages Other than English~~ (3 ~~credits~~).

~~III. Practicum (3-6 credits)~~
~~ESC 595: Internship in Classroom Teaching (3 credits) or~~
~~ESC 596: Student Teaching in Middle & High School Grades (6 credits).~~

3. **To:**

Advanced Certificate: Teachers of Languages Other than English (LOTE) (21-24 Credits)

This program is designed for candidates who already have a master's degree in a language other than English and who seek New York State Certification in the teaching of Languages Other than English (LOTE) grades 7-12.

Admission Requirements
1. Bachelor's degree (or its equivalent) from an accredited college or university that meets the State's requirements for a general education core in the liberal arts and sciences.
2. Master's degree in a language other than English.
3. Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average (GPA) of 3.0 or better.
4. Satisfy the content requirements for New York State Initial Certification in education in a language other than English, grades 7–12.
5. Submit scores from the New York State Academic Literacy Skills Test (ALST) and the Spanish Content Specialty Test (CST).
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview.
8. Satisfy appropriate voice, speech, and health standards.
9. Meet additional Departmental, divisional, and New York State requirements, if any.
10. If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.

11. 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 no score Advanced Low are accepted conditionally and must redo and pass the interview before completion of 9 credits.

Certificate Requirements
Students must consult with the adviser in the Advanced Certificate: Teaching Languages Other Than English (LOTE) Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with the LOTE Education Program Adviser. All students must complete the 21-24-credit curriculum below.

In order to be recommended for certification, 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) pass the ALST, EAS, edTPA and Spanish Content Specialty Test (CST), (c) complete the Advanced Certificate: Teaching Languages Other Than English Program with a cumulative index of 3.0 or better, and (d) meet any additional New York State requirements.

Curriculum
The 21-24-credit certificate curriculum consists of three instructional areas:

I. Foundations of Education (12 credits)
ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 506 (3)

II. Methods, Curriculum, and Instruction (6 credits)
ESC 524 (3), ESC 562 (3)

III. Student Teaching or Teaching Internship and Seminar (3-6 crs)
Teaching Internship for full-time Spanish teachers, ESC 595 (2) and ESC 611 (1) or Student Teaching in Spanish, ESC 596 (3) and ESC 612 (3)

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

These changes are being made to make our program description clearer and more precise, to bring our admission and continuation criteria in line with that of other CUNY programs, to incorporate changes in the NYS Dept. of Ed. teacher certification exams, and to help meet the standards set by our accrediting agency and professional organization.

ESC 529-Languages and Literacies Acquisition in Secondary Education was added to align the graduate foreign language curriculum with the undergraduate, to meet accreditation expectations, and to prepare teachers more effectively to serve limited literacy, at-risk, language-diverse students. ESC 506 was added to comply with a New York State Dept. of Education directive requiring all teacher certification programs to provide training in meeting the need of special populations.

Changes to the practicum seminars ESC 611 and 612 and teaching internship/ student teaching courses ESC 595 and 596 were approved in 2012 to give us more flexibility in meeting new State testing standards. These course changes are being added to this program now as we reactivate it.

5. **Date of departmental approval:** April 18, 2014

LEHMAN COLLEGE
OF THE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Program in Teaching English to Speakers of Other Languages (TESOL), M.S.E.d.
Hegis Number: 1508
Program Code: 25784
Effective Term: Spring 2015

1. **Type of Change:** Admissions Requirement; Degree Requirement

2. **From:**

M.S. Ed. Program in Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to ~~s~~speakers of ~~o~~ther ~~l~~anguages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements. Applicants ~~for this degree include:~~

Sequence 1 (~~33~~ credits). Students who already possess New York State certification and who seek additional certification as teachers of ESOL PreK-grade 12.

Sequence 2 (39-42 credits). Liberal arts and sciences graduates who lack education courses and who seek initial certification in ESOL PreK-grade 12.

Sequence 3 (30-33 credits). Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking Pre-K-grade 12 certification.

Sequence 4 (30 credits). Liberal arts and sciences graduates who have met requirements for linguistics, general education, and special education through prior coursework and who seek certification in ESOL PreK-grade 12.

Sequence 5 (36 credits). Teachers who hold a valid Transitional B certificate in ESOL from New York State.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ~~T~~TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

2. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.

3. For Sequence 1, possess New York State teacher certification. For Sequence 5, hold a valid New York State Transitional B certificate in ~~T~~TESOL.

4. For Sequences 2 and 4, submit scores on the New York State Academic Literacy Skills Test (ALST).

5. For Sequence 4, meet with the advis~~o~~r prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.

6. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.

7. Submit two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview that requires producing a writing sample in English.

9. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):

Overall: Paper-based: 600; Computer-based: 250; Internet-Based (IBT): 75, not counting the Speaking subscore.

Writing subscore: Paper-based: 5.0; IBT: 24

Speaking subscore: Paper-based: 50; IBT: 26

10. Satisfy appropriate voice, speech, and health standards.

11. Meet additional departmental, divisional, and New York State requirements, if any.

12. If conditionally admitted, **~~make up requirements~~** starting in the first semester and finishing in no more than three consecutive semesters.

TESOL Degree Requirements

Students must consult with an advis~~o~~r in the TESOL program before starting their master's program. During their first semester, matriculated students are required to plan

their graduate program with an advis~~o~~r in the TESOL program. All students will complete the curriculum corresponding to one of the sequences below: ~~**33**~~ credits (Sequence 1); 39-42 credits (Sequence 2); 30-33 credits (Sequence 3); 30 credits (Sequence 4); or 36 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an advis~~o~~r in TESOL.

Curriculum: Sequence 1 (~~**33**~~ credits):

The ~~**33**~~ credit curriculum for Sequence 1 consists of ~~**six**~~ instructional areas.

~~**● Foundations (3): ESC 506 (3).**~~

● Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advis~~o~~r.

● Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).

● Practicum (3): ESC 797 (2) and ESC 611 (1).

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 2 (39-42 credits):

The 39-42 credit curriculum for Sequence 2 consists of six instructional areas.

● Foundations (9): ESC 501 (3), ESC 502 (3), and ESC 506 (3).

● Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advis~~o~~r.

● Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and 766 (3).

● Practicum (3-6): ESC 797 (2) and ESC 611 (1) OR ESC 798 (3) and ESC 612 (3).

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 3 (30-33 credits):

The 30-33 credit curriculum for Sequence 3 consists of six instructional areas.

- Foundations (6): ESC 501 (3) and 502 (3) or 3-6 credits of TESOL electives selected in consultation with the advis~~o~~r.
- Language Education (9): ESC 757 (3), ESC 725 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advis~~o~~r.
- Methods, Materials, and Evaluation (6): ESC 761 (3) and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 611 (1) or ESC 798 (3) and ESC 612 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 4 (30 credits):

The 30-credit curriculum for Sequence 4 consists of ~~six~~ instructional areas.

- Language Education (9): ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advis~~o~~r.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (6): ESC 798 (3) and ESC 611 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 5 (36 credits):

The 36-credit curriculum for Sequence 5 consists of six instructional areas.

- Foundations (6): ESC 502 (3), and ESC 506 (3)
- Language Education (12): SPE 703 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advis~~o~~r.

● Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).

● Practicum (3): ESC 797 (2) and ESC 611 (1),

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must: (a) complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Assessment of Literacy Skills Test (ALST), Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST; and (c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see adviser for more information.

In order to qualify for professional certification in ESOL, in addition to the master's degree (Sequences 1, 2, 4 or 5), 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 Pre-K-grade 12, and must meet any additional New York State requirements.

3. **To:**

M.S. Ed. Program in Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to Speakers of Other Languages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements. Applicants will apply for one of the following 5 sequences based on their qualifications:

Sequence 1 (30 credits). Students who already possess New York State certification and who seek additional certification as teachers of ESOL PreK-grade 12.

Sequence 2 (39-42 credits). Liberal arts and sciences graduates who lack education courses and who seek initial certification in ESOL PreK-grade 12.

Sequence 3 (30-33 credits). Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking Pre-K-grade 12 certification.

Sequence 4 (30 credits). Liberal arts and sciences graduates who have met requirements for linguistics, general education, and special education through prior coursework and who seek certification in ESOL PreK-grade 12.

Sequence 5 (36 credits). Teachers who hold a valid Transitional B certificate in ESOL from New York State.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

2. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.

3. For Sequence 1, possess New York State teacher certification and present evidence of successful completion of minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in ESOL.

4. For Sequences 2 and 4, submit scores on the New York State Academic Literacy Skills Test (ALST).

5. For Sequence 4, meet with the adviser prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.

6. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.

7. Submit two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview that requires producing a writing sample in English.

9. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):

- Overall: Paper-based: 600; Computer-based: 250; Internet-Based (IBT): 75, not counting the Speaking subscore.
- Writing subscore: Paper-based: 5.0; IBT: 24
- Speaking subscore: Paper-based: 50; IBT: 26

10. Satisfy appropriate voice, speech, and health standards.

11. Meet additional departmental, divisional, and New York State requirements, if any.

12. If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.

TESOL Degree Requirements

Students must consult with an adviser in the TESOL 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 TESOL program. All students will complete the curriculum corresponding to one of the sequences below: 30 credits (Sequence 1); 39-42 credits (Sequence 2); 30-33 credits (Sequence 3); 30 credits (Sequence 4); or 36 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an adviser in TESOL.

Curriculum: Sequence 1 (30 credits):

The 30-credit curriculum for Sequence 1 consists of five instructional areas.

● Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser.

● Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).

● Practicum (3): ESC 797 (2) and ESC 611 (1).

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 2 (39-42 credits):

The 39-42 credit curriculum for Sequence 2 consists of six instructional areas.

● Foundations (9): ESC 501 (3), ESC 502 (3), and ESC 506 (3).

● Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser.

● Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and 766 (3).

● Practicum (3-6): ESC 797 (2) and ESC 611 (1) OR ESC 798 (3) and ESC 612 (3).

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 3 (30-33 credits):

The 30-33 credit curriculum for Sequence 3 consists of six instructional areas.

● Foundations (6): ESC 501 (3) and 502 (3) or 3-6 credits of TESOL electives selected in consultation with the adviser.

● Language Education (9): ESC 757 (3), ESC 725 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser.

● Methods, Materials, and Evaluation (6): ESC 761 (3) and 766 (3).

● Practicum (3-6): ESC 797 (2) and ESC 611 (1) or ESC 798 (3) and ESC 612 (3).

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 4 (30 credits):

The 30-credit curriculum for Sequence 4 consists of five instructional areas.

● Language Education (9): ESC 725 (3), ESC 759 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser.

● Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).

● Practicum (6): ESC 798 (3) and ESC 611 (3).

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 5 (36 credits):

The 36-credit curriculum for Sequence 5 consists of six instructional areas.

● Foundations (6): ESC 502 (3), and ESC 506 (3)

● Language Education (12): SPE 703 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).

● Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser.

● Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).

● Practicum (3): ESC 797 (2) and ESC 611 (1),

● Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must: (a) complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Assessment of Literacy Skills Test (ALST), Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST (teachers who were certified prior to April 30, 2014, only present passing scores on the ESOL CST); and (c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see adviser for more information.

In order to qualify for professional certification in ESOL, in addition to the master's degree (Sequences 1, 2, 4 or 5), 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 Pre-K-grade 12, and must meet any additional New York State requirements.

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

ESC 506 was added in 2011 because of a new State regulation. However, since most of our Sequence 1 candidates have already fulfilled this requirement in their previous certificate, including this course in Sequence 1 was found to be redundant. Instead, we have included it as a pre-requisite to Sequence 1 to ensure successful completion by all Sequence 1 candidates.

The number of instructional areas for Sequence 1 was also reduced to “five;” this same change was made to the introductory sentence for Sequence 4 to correct a typographical error.

"TESOL" is the name of the profession and the master's degree. However, the NYS certificate title is "ESOL." Inconsistencies in this usage were corrected.

We are also making the spelling of "adviser" consistent.

A phrase was also added to clarify which State exam is required for those holding prior certification.

5. **Date of departmental approval:** April 18, 2014

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Teaching English to Speakers of Other Languages (TESOL), ADV. CERTIFICATION
Hegis Number: 1500.00
Program Code: 27026
Effective Term: Spring 2015

1. **Type of Change:** Admissions Requirement; Degree Requirement

2. **From:**

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to ~~s~~peakers of ~~o~~ther ~~l~~anguages (ESOL) Pre-K-grade 12.

TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ~~T~~TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

2. New York State teacher certification.

3. A master's degree appropriate for New York State professional certification.

4. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.

5. The study of cultural perspectives of one or more ESL populations (at least 3 credits).

6. Two (2) letters of recommendation and a 500-word essay on career goals.

7. Participate in an interview, which requires producing a writing sample in English.

8. Satisfy appropriate voice, speech, and health standards.

9. Meet additional Departmental, divisional, and New York State requirements, if any.

10. If conditionally admitted, ~~**make up requirements**~~ starting in the first semester and finishing in no more than three consecutive semesters.

TESOL Certificate Requirements

Students must consult with an adviser in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL adviser. All students must complete the ~~**27**~~ credit curriculum below.

In order to be recommended for ESOL certification, candidates must complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, present passing scores on the ESOL ~~**content area examination**~~, (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see adviser for more information), and meet any additional New York State requirements.

TESOL Certificate Curriculum

The ~~**27**~~ credit certificate curriculum consists of three instructional areas:

~~**Foundations (3): ESC 506 (3) or equivalent.**~~

Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).

Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).

Practicum (3): ESC 797 (2) and ESC 611 (1).

3. **To:**

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

2. New York State teacher certification.

3. A master's degree appropriate for New York State professional certification.

4. Successful completion of minimum requirements in special education.

5. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.

6. The study of cultural perspectives of one or more ESL populations (at least 3 credits).

7. Two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview, which requires producing a writing sample in English.

9. Satisfy appropriate voice, speech, and health standards.

10. Meet additional Departmental, divisional, and New York State requirements, if any.

11. If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.

TESOL Certificate Requirements

Students must consult with an adviser in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL adviser. All students must complete the 24-credit curriculum below.

In order to be recommended for ESOL certification, candidates must (a) complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, (b) present passing scores on the ESOL Content Specialty Test (CST), (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see adviser for more information), and (d) meet any additional New York State requirements.

TESOL Certificate Curriculum

The 24-credit certificate curriculum consists of three instructional areas:

- Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 611 (1).

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

ESC 506 was added to the Advanced Certificate: TESOL in 2011 because of a new State regulation. However, since most of our Advanced Certificate candidates have already fulfilled this requirement in their previous certificates, including the course in this program of study was found to be redundant. Instead, we have included it as a pre-requisite to ensure successful completion by all candidates.

"TESOL" is the name of the profession and the master's degree. However, the NYS certificate title is "ESOL." Inconsistencies in this usage were corrected.

The official title of the ESOL State exam is also added here for clarification.

5. **Date of departmental approval:** April 18, 2014

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: ENGLISH EDUCATION, M.S.E.d.
Hegis Number: 1501.01
Program Code: 25803
Effective Term: Spring 2015

1. **Type of Change:** Degree Requirements, Admission Requirements, Certification Requirements

2. **From:**

M.S.Ed. Program in English Education

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.

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.
● Submit scores on the New York State Academic Literacy Skills Test (ALST)
● If conditionally admitted, ~~make up undergraduate coursework~~ starting in the first semester and finishing in no more than three consecutive semesters.
● Submit a 500-word essay outlining career goals.
● Submit two to three letters of recommendation.
● Participate in an individual interview.
● ~~For Sequence 2 only, possess Transitional B certificate in Teaching English grades 7-12.]~~

English Education Degree Requirements

All students will complete one of the following sequences: ~~[Sequence 1 (36-45] credits) or Sequence [2 (33] credits). All courses must be selected in consultation with, and with the approval of, an adviser in English Education. Application for this degree include the following:~~

~~Sequence 1 ([36-45] credits). 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 (18-21 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 506 or the equivalent (3), ESC 522 (3), [and for interns, ESC 595 (2) and ESC 611 (1) or, for student teachers, ESC 596 (3) and ESC 612 (3).]~~
~~● Teaching of English (6-9 credits): Selected from: ESC 720 (3), ESC 721 (3), ESC 722 (3), ESC 723 (3), ESC 724 (3), ESC 730 (3), or ESC 772 (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 (6 credits): ESC 708 (3), ESC 788 (3). Culminates in an approved curriculum project.~~

~~Sequence 2 (36 credits). Teachers who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.~~
~~● Core Education (15 credits): ESC 501 (3), ESC 529 (3), ESC 506 or the equivalent (3), ESC 522 (3), [ESC 595 (2), and ESC 611 (1).]~~
~~● Teaching of English (9 credits): Selected from: ESC 720 (3), ESC 721 (3), ESC 722 (3), ESC 723 (3), ESC 724 (3), ESC 730 (3), or ESC 772 (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): ESC 708 (3). Culminates in an approved curriculum project.~~

3. **To:**

M.S.Ed. Program in English Education

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 (30-33 crs.): Candidates already certified in English Education 7-12.

Sequence 2 (33-39 crs.): Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.

Sequence 3 (42-45 crs): Candidates who seek initial New York State certification in English Education 7-12 but who lack any coursework in education.

Sequence 4 (36 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.
- Submit scores on the New York State Academic Literacy Skills Test (ALST).
- 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-
- 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.

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 (30-33 crs.), Sequence 2 (33-39 crs.); Sequence 3 (42-45 credits) or Sequence 4 (33 credits).

Sequence 1 (30-33 crs.): Candidates who are already certified in English Education 7-12.

- Methods of Teaching English in Middle and High School (15-18 crs):
- ESC 522 (3) (except for those who completed ESC 422 or equivalent as undergraduates), ESC 721 (3), ESC 723 (3), ESC 724 (3), ESC 725 (3), ESC 730 (3).

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

- Seminar in Curriculum Theory and Development:ESC 788 (3)

- Master's Project (3 credits): ESC 708 (3). Culminates in an approved curriculum project.

Sequence 2 (33-39 crs.): Candidates seeking initial certification who have met core education requirements.

- Methods of Teaching English in Middle and High School (15-18 crs):
- ESC 522 (3) (except for those who completed ESC 422 or equivalent as undergraduates), ESC 721 (3), ESC 723 (3), ESC 724 (3), ESC 725 (3), ESC 730 (3).

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

- Seminar in Curriculum Theory and Development:ESC 788 (3)

- Master's Project (3 credits): ESC 708 (3). Culminates in an approved curriculum project.

- Student Teaching or Teaching Internship (3-6 crs):
  Teaching Internship, ESC 595 (2) plus ESC 611 (1) or
  Student Teaching, ESC 596 (3) plus ESC 612 (3).

Sequence 3 (42-45 credits): 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): ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 506 or the equivalent (3), ESC 522 (3).

- Methods of Teaching English in Middle and High School (9 credits): Selected from: ESC 720 (3), ESC 721 (3), ESC 722 (3), ESC 723 (3), ESC 724 (3), ESC 730 (3), or ESC 772 (3).

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

- Seminar in Curriculum Theory and Development:ESC 788 (3)

- Master's Project (3 credits): ESC 708 (3). Culminates in an approved curriculum project.

- Student Teaching or Teaching Internship (3-6 crs):
  Teaching Internship, ESC 595 (2) plus ESC 611 (1) or
  Student Teaching, ESC 596 (3) plus ESC 612 (3).

Sequence 4 (36 credits): Teachers who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

- Core Education (12 credits): ESC 501 (3), ESC 529 (3), ESC 506 or the equivalent (3), ESC 522 (3).

- Methods of Teaching English in Middle and High School (9 credits): Selected from: ESC 720 (3), ESC 721 (3), ESC 722 (3), ESC 723 (3), ESC 724 (3), ESC 730 (3), or ESC 772 (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): ESC 708 (3). Culminates in an approved curriculum project.

- Teaching Internship (3 credits): ESC 595 (2) plus ESC 611 (1).

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: Academic Literacy Skills Test (ALST), 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.

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

The new sequences were created to expand the pool of prospective qualified candidates. The statement added to the beginning of the “Degree Requirements” section was inadvertently omitted from previous changes. Likewise, the introductory list of sequences brings this program description in line with our other program descriptions. The new section about certification is provided for clarification.

In line with the current trend toward dual certification, we include a phrase to inform prospective English Education candidates about this option in TESOL. Lastly, formatting changes have been made to make the information easier to read.

5. **Date of departmental approval:** April 18, 2014

UFS Report to the Lehman College Senate, September 10, 2014

Chancellor James B. Milliken addressed the UFS Plenary session last night and answered questions from the floor. Items discussed include articulation, student admissions standards, CUNYFirst, and Pathways. The Brooklyn College delegation expressed its rejection of Pathways. Faculty members expressed their opposition to the termination of the doctoral program in Forensic Science.

The CUNY Board is moving to amend Section 6.1 of the Bylaws to establish the titles Assistant Affiliated Medical Professor, Associate Affiliated Medical Professor and Affiliated Medical Professor, which are titles that will be used in the B.S./M.D. granting program at The City College of New York. On November 25, 2013, the CUNY Board of Trustees approved a letter of intent regarding the creation of the B.S./M.D. granting program at The City College of New York. The City College of New York has applied for accreditation by the Liaison Committee on Medical Education (LCME) and, if granted preliminary accreditation, will offer an M.D. granting program in August 2016.

The CUNY Board is also moving to amend Article XV of the Bylaws. The proposed amendments contain substantial revisions to the student disciplinary procedures largely in order to comply with recent changes in federal law, regulations and guidance with respect to the handling of cases involving allegations of sexual assault, stalking and other forms of sexual violence. The proposed amendments are also intended to reorganize this Article of the Bylaws in a more logical manner

The CUNY Board has established a Medical Amnesty/Good Samaritan Policy. Under the Policy, students who call for medical assistance for themselves or others will not be disciplined for the consumption of alcohol or drugs if they meet two basic conditions. First, the students involved must complete assigned alcohol and/or drug education, assessment, and/or treatment. Second, the students must not have engaged in any other conduct that would trigger disciplinary action, including, for example, unlawful distribution of alcohol or drugs, sexual assault, sexual harassment, causing or threatening physical harm, causing damage to property, or hazing.

A student & faculty group has demanded that CUNY **disinvest from investments that promote fossil fuels**.

Vice Chancellor Iris Weinshall has become head of the NY Public Library; she is replaced on an interim basis by her deputy, Judith Bergtraum.

Hostos President Félix V. Matos Rodríguez assumed the presidency of Queens College on August 28.

Lehman's **Peter Alexanderson begins a new term as chair of the UFS Academic Freedom Committee**. Manfred Philipp becomes the Executive Committee's liaison to the UFS Student Affairs Committee and is a voting member of the CUNY Board of Trustees Committee on Student Affairs and Special Services.

The Council of Faculty Governance Leaders meets on Friday, September 19.

The **CUNY Academy for the Humanities and Sciences** has published this year's competition for the **Feliks Gross awards**. The Stewart Travel Awards are in abeyance until the Academy finds out if there is a practical way to provide those awards under CUNYFirst.

The CUNY Academy is holding major events this month.

Only a God Can Save Us—a documentary by Jeffrey van Davis on Heidegger's philosophy and his relationship to Nazism; to be followed by a panel discussion. CUNY Graduate Center, Elebash Hall, 6:30 pm, Thursday, September 11, 2014. Hosted and organized by Distinguished Prof. Richard Wolin. http://cunyufs.org/academy/HeideggerConference.html

Heidegger's Black Notebooks: An All-Day Conference featuring Karsten Harries (Yale University); Steven Crowell (Rice University); Peter Trawny (University of Wuppertal); Sidonie Kellerer (University of Cologne); Emmanuel Faye (University of Rouen); & Thomas Sheehan (Stanford University). CUNY Graduate Center Elebash Hall, 9:30-6:30, Friday, September 12, 2014. Hosted and organized by Distinguished Prof. Richard Wolin. http://cunyufs.org/academy/HeideggerConference.html

***The Mystery of Austerity*, a talk by Professor and Nobel Laureate Paul Krugman** in the Hunter College North Building's Assembly Hall, 7 - 9 PM, Wednesday, September 17. This event is hosted by Manfred Philipp and Hunter College President Jennifer Raab. Prof. Krugman will be introduced by Prof. Janet Gornick. http://cunyufs.org/academy/TalkbyPaulKrugman.html

Manfred Philipp will step down as President of the CUNY Academy in October. An election is in progress.