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4 **Minutes of**
5 **The Lehman College Senate Meeting**
6 **Wednesday, April 5, 2017**
7 **Senate Meeting**
8

9 **Senators Present:** Acevedo, J. Azeem, A.; Badillo, D.; Banoum, B.; Bayne, G.; Benefo, K.;
10 Bergmann, R.; Cabrera, S.; Calderon, P.; Campeanu, S.; Carey, R.; Cheng, H.; Christian, M.; Clark,
11 V.; Coit, W.; Conner, P.; Cruz, J.; Delgado, E.; Diaz, J.; Fayne, H.; Fera, J.; Flores, D.; Garcia-
12 Dwyer, D.; Gerry, C.; Gjickokaj, A.; Gocaj, L.; Jordan, S.; Latimer, W.; Machado, Elia Magdaleno, J.;
13 Mak, W.; Markens, S.; Marshall, A.; Martín, Ó.; Maybee, J.; McCabe, J.; Ortiz Pena, K.; Pham, M.;
14 Prince, P.; Prohaska, V.; Rahath, A.; Ramsundar, S.; Rivera, C.; Rivera-McCutchen, R.; Rodricks, B.;
15 Rosario, Y.; Roush, K.; Rubin, D.; Rupp, S.; Sailor, K.; Sauane, M.; Schlesinger, K.; Sen, G.; Severe,
16 M.; Shanley, D.; Tananbaum, D.; Valentine, R.; Waring, E.; Williams, J.; Yates, S.

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18 **Senators Absent:** ; Akers, M.; Amend, A.; Assoumanou, S.; Benitez, J.; Blanco, L.; Budescu, M.;
19 Bujaj, A.; Dellapina, M.; Doyran, M.; Edwards, A.; Finger, R.; Flores-Veliz, A.; Georges, C.;
20 A.; Glover, B.; Gorokhovich, Y.; Graulau, J.; Jervis, J.; Kanzie, H.; Kaur, M.; Keso, S.; Liriano,
21 R.; Luerssen, A.; Marianetti, M.; Mazza, C.; Mejia, D.; Minchala, E.; Munoz, M.; Nadeem, S.;
22 O'Connor, N.; Paddyfoote, A.; Petkov, R.; Pettipiece, D.; Ramsundar, S.; Rubin, H.; Samuel, L.;
23 Sarmiento, R.; Sinishtaj, M.; Spence, N.; Spencer, R.; Vazquez, F.; Williams, H.; Yavuz, D.

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26 The meeting was called to order at 3:36 p.m. by Prof. Duane Tananbaum, who presided over the
27 Senate, as President José L. Cruz was unable to attend.

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29 **1. Approval of the Minutes**
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31 The minutes of the March 8, 2017 Senate meeting were approved by unanimous voice vote.
32

33 **2. Announcements and Communications**

34 **a. Report of the President**

35 There was no report of the President.

36 Interim Provost Harriet Fayne announced that the 48th annual Herbert H. Lehman Memorial
37 Lecture, which was originally scheduled for April 25, 2017, would now be held on Friday,
38 May 5, 2017, which is the same date as the Restorative Justice Conference. Provost Fayne
39 expressed that she would be looking into ways to maximize the both events' audiences.
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b. Student Legislative Assembly

Ms. Leonora Gocaj reported on the status of student elections. She announced that Thursday, April 6, 2017, would be the final day to vote. Ms. Gocaj opined that conflicting course schedules may make it somewhat challenging for students to vote during elections. As a proposed resolution of this issue, the Student Government Association (SGA) and the University Student Senate (USS) will be advocating for a day in the month of November to be known as “Democracy Day.” SGA and USS are hoping to make this day an “official holiday.”

Ms. Gocaj also announced that SGA will be hosting a pool party on May 3, 2017, and that SGA will be working closely with the library to create events to keep students stress-free during finals week.

REPORTS OF STANDING COMMITTEES

1. Graduate Studies

Prof. Janet Desimone presented proposals for curriculum changes in the following departments: History; Counseling, Leadership, Literacy, and Special Education; Math and Computer Science; and Graduate Studies. The proposals were approved by unanimous voice vote. Prof. Desimone also presented one informational item regarding an “experimental” course in the African and African-American Studies department.

See Attachment I

The next committee meeting was scheduled for Wednesday, May 3, 2017 at 3:30 p.m. in Carman B33A.

2. Governance

71 Prof. Duane Tananbaum reported on the status of Senate elections and the Faculty Governance
72 Leaders' Meeting held on March 31, 2017.

73 See Attachment II

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75 The next committee meeting was scheduled for Thursday, April 6, 2017. at 9:00 a.m., in Carman
76 201.

77 **3. Admissions, Evaluations and Academic Standards**

78 There was no committee report.

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80 The next committee meeting was scheduled for Wednesday, April 26, 2017, at 1:30 p.m., in
81 Music 313.

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83 **4. Undergraduate Curriculum**

84 Professor Vincent Prohaska asked the Senate to rescind the March 8, 2017 Senate approval to
85 withdraw BIO 173 from Pathways, as the curriculum is twofold and the original proposal did not
86 include this information. The request was approved by unanimous voice vote.

87

88 Professor Prohaska presented proposals for curriculum changes in the following areas of study:
89 African and African American studies; Art; English; Italian American Studies; Latin American,
90 Latino, and Puerto Rican Studies; and Sociology. He clarified that the committee has not
91 proposed to withdraw majors, but rather to withdraw the duplicate majors that were created under
92 teacher education to support the Early Childhood Certification Sequences, which have since been
93 discontinued. The proposals were approved by unanimous voice vote.

94

95 Professor Prohaska explained that General Education requirements require students to take two
96 LEH level courses and two courses outside of their declared major. However, there are thirteen
97 majors for which no exempted LEH courses have ever been declared. The committee aims to
98 address this issue by eliminating these courses, moving forward. Professor Prohaska also
99 presented proposals for curriculum changes in the following departments: English, Mathematics
100 and Computer Science, Music, and Health Sciences. All proposals were approved by unanimous
101 voice vote.

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103 See Attachment III

104

105 The next committee meeting was scheduled for Wednesday, May 10, 2017 at 1:00 p.m. in SC
106 1405A.

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108 **5. Academic Freedom**

109 Prof. David Manier informed the Senate body that the committee would have a final draft of the
110 statement on academic freedom by Fall 2017.

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

113 Steven Castellano presented items from the Library, Division of Information Technology, and
114 Online Education.

115

116 See Attachment IV

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118 VP Ron Bergmann added that there will be a movie screening, as part of the African Film
119 Festival, of *Some Girls*, directed and written by Raquel Cepeda. The film explores identity issues
120 within the Latina-American community.

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122 **7. Campus Life and Facilities**

123 There was no report.

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

126 There was no report.

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128 The next meeting was scheduled for Wednesday, April 19, 2017, at 3:30 p.m., in Shuster 336.

129 **9. University Faculty Senate**

130 Dr. Ayanna Alexander-Street reported on the Plenary meeting and presented the following items:

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132 SUNY UFS President, Dr. Peter Knuepfer, of Binghamton University, was a guest speaker at
133 the meeting and announced an ongoing search for a new SUNY Chancellor, as the current

134 Chancellor, Nancy Zimpher, will be retiring. Dr. Knuepfer also announced that research revealed
135 changes in the faculty makeup at SUNY, as there has been a shift from to utilizing more part-
136 time faculty. The struggles related to the effort to improve diversity at SUNY were also
137 discussed.

138
139 Dr. Alexander-Street announced that SUNY Albany had planned to declare itself a “sanctuary
140 campus.” There was an issue, however, with unanimously approving this declaration, as it was
141 unclear as to what “sanctuary campus” actually means.

142
143 Bill Thompson, Chair of the CUNY Board of Trustees, was another guest at the Plenary. Dr.
144 Alexander-Street relayed his elaboration on recent negative press that portrayed a planned
145 assessment as an investigation of a community college. It was also discussed that Mr. Thompson
146 aimed to better CUNY by increasing transparency, press, and branding, as well as through
147 ensuring that excellence is consistent on CUNY campuses across the board. Mr. Thompson will
148 also be looking into Tuition Assistance Program gaps and financial support for students in
149 Master’s programs.

150
151 The next Plenary meeting was scheduled for May 16, 2017.

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153 **Old Business** – None.

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155 **New Business** – Interim Provost Harriet Fayne announced that there would be an event celebrating
156 the Prof. Duane Tananbaum’s new and important work, “Herbert H. Lehman: A Political
157 Biography.” The event was scheduled to take place on April 24, 2017, from 4:30 – 6:30 p.m., in the
158 Art Gallery. Dr. Fayne encouraged all to attend.

159
160 **ADJOURNMENT**

161 Prof. Tananbaum adjourned the meeting at 4:30 p.m.

162
163 Respectfully submitted:

164
165

Duane Tananbaum

Senate Elections

Solicitation for nominations for Senate committees went out last night. All nominations should be returned to me by Friday, April 21.

Added Ombudsman, Auxiliary Enterprises Corp, and LC Association for Campus Activities to the request this year.

People should feel free to nominate themselves; Do not have to be a Senator to serve on a Senate committee

Governance Committee will use the nominations received to compile a slate of nominees to present to Senate meeting on May 3.

Nominations for Fulltime Faculty, Part-time Faculty, and Administrative Senators-at-Large have closed and are being tabulated. Only one person reported a problem with the electronic ballot. Thanks to John Dono and IT for their assistance. Final election will be conducted electronically in late April or early May.

Faculty Governance Leaders Meeting, March 31

Chancellor responded to questions about the state budget and efficiency report.

Changes in Math requirement for non-STEM majors were discussed; senior colleges will be affected more than they realize, since all colleges need to develop non-algebra alternative for Pathways by fall.

Lehman and Vice Provost Becker – were praised for our progress in developing Experiential Learning courses

There was discussion of online courses, including such issues as observations and evaluations, and how such courses can be made accessible to visually impaired and other students with disabilities.

Lehman near top in percentage of courses and programs offered online, and in help for faculty teaching online courses.

UFS Conference on Shared Governance -- Friday, April 28 at John Jay
Chancellor Millikan and Board Chairman Thompson active participants
Flyer circulated last night; faculty and administrators welcome; preregistration required.

Next meeting of Governance Committee: Thursday, April 6 at 9:00 in CA 201.

Senate Meeting – April 5, 2017
Proposed Graduate Studies Report

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

Department of History

- Degree and admission changes: MA in history
- New course: HIS 796

Department of Counseling, Leadership, Literacy and Special Education

- Graduate bulletin changes: addition of new MS in organizational leadership program; stylistic revisions to educational leadership program information
- Course change: EDL 721

Mathematics and Computer Science

- Course changes: MAT 641

Department of Graduate Studies

- Policy/procedures updates: grade replacement policy

Does anyone have any questions and/or comments?

Also, I would like to notify the senate of one informational item – an experimental course (AAS 750) from the Department of African and African American Studies.

Our next meeting will on May 3, 2017, at 11 a.m. in Carman B33A.

**LEHMAN COLLEGE
 OF THE
 CITY UNIVERSITY OF NEW YORK**
DEPARTMENT OF AFRICANA STUDIES
CURRICULUM CHANGE

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

2.

Department(s)	African and African American Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Africana Studies
Course Prefix & Number	AAS 750
Course Title	Topics in Africana Studies
Description	Study of various topics in Africana Studies. For specific topics and sections each semester, consult the Department. (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course can be used by students in the MA program in Liberal Studies (MALS) as an equivalent to graduate-level courses in Africana Studies taken by epermit at other CUNY campuses.

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

- Demonstrate knowledge of major developments in African and/or African American people's experiences.
- Analyze information critically using theories and concepts used in Africana Studies
- Communicate effectively in oral and written form about key concepts in Africana Studies.
- Demonstrate knowledge of the interdisciplinary, cross-cultural, and/or global nature of Africa Studies

5. **Date of Departmental Approval:** 2/8/2017

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

**Department of Counseling, Leadership, Literacy and
Special Education**

Curriculum Change

Effective Term: Fall 2017

1. **Type of Change:** Change in graduate bulletin; addition of new degree
2. **From:**

Counseling, Leadership, Literacy, and Special Education

Chair: Faith Deveaux (Carman Hall, Room B20)

Coordinators:

Sheila Blachman, Childhood Education, Dual Certification and Bilingual (Carman Hall, Room B20).

Stuart Chen-Hayes, Counselor Education (Carman Hall, Room B01).

Janet DeSimone, Educational Leadership (Carman Hall, Room B53).

Barbara Gottlieb, Childhood & Adolescent Special Education (Carman Hall, Room B53).

Danielle Magaldi-Dopman, Early Childhood Special Education (Carman Hall, Room B49).

Limor Pinhasi-Vittorio, Literacy Studies (Carman Hall, B17).

Department Faculty: Professors: Harriet Fayne, Barbara Gottlieb, Gaoyin Qian;
Associate Professors: Stuart Chen-Hayes, Janet DeSimone, Faith Deveaux, Limor Pinhasi-Vittorio; Assistant Professors: Alyse Anekstein, Danielle Magaldi-Dopman, Rosa Rivera-McCutchen, Laura Roberts, Jennifer VanAllen; Lecturers: Sheila Blachman, Faith Muturia

The Department of Counseling, Leadership, Literacy, and Special Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Educational Leadership
- Advanced Certificate, Educational Leadership

- Master of Science in Education, Literacy Studies: Early Childhood Education
- Master of Science in Education, Literacy Studies: Childhood Education
- Master of Science in Education, Literacy Studies: Middle and Adolescent Education
- Master of Science in Education, Literacy Studies: Adult*
- Master of Science in Education, Literacy Studies: Teaching Literacy Birth-Grade 6 and Special Education Grades 1-6
- Dual Certificate, Literacy and Special Education, Birth-Grade 6
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

Educational Leadership Graduate Programs

~~Lehman College offers a 30-credit Master of Science in Education degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL) and a 12-15-credit Advanced Certificate program in Educational Leadership leading to New York State Professional Certification as a School District Leader (SDL).~~

~~The purpose of the graduate programs in Educational Leadership is to prepare candidates for positions as School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL and SDL. The programs unite both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.~~

~~The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, and assistant superintendents) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL or SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational~~

~~staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.~~

~~The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.~~

Educational Leadership, M.S.Ed. Program (30 Credits)

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

~~*Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*~~

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;

2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

~~Note: In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must earn a passing score on the New York State Educational Leadership Assessments in SBL.~~

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours; and
4. Submission of the culminating electronic program portfolio.

~~Note: Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.~~

Advanced Educational Leadership/District Leader Extension Program (12-15 credits)

Advanced Educational Leadership/District Leader Extension Program Overview

The following is a listing, by semester, of the courses that comprise the Advanced Educational Leadership/District Leader Extension Program ~~leading to an Advanced Certificate in Educational Leadership and a Professional Certificate as a School District Leader.~~ The Advanced Certificate can be completed in approximately 2-3 semesters.

~~Note: Registration for all courses requires Departmental approval. Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.~~

Semester I (fall): (6 credits)

~~(The following courses are corequisites and prerequisites for all other courses in this program:)~~

EDL 712	Leading an Effective School District	3
EDL 716	Educational Governance, Policy, and Law	3

Semester II (spring): (6 credits)

EDL 717	Finance, Operations, and Human Resource Management	3
EDL 721	The Leadership Experience-District/Extension	3

~~(Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again, in Summer I.)~~

~~Advanced Educational Leadership/District Leader Extension Program Admission Requirements~~

~~Note: Students admitted every fall semester; applications due by March 1.~~

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)
2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
4. New York State initial or professional certification as a School Building Leader or the equivalent;
5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;

6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, or social worker;
7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.

~~Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.~~

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of ~~*PLEASE REMOVE ASTERISK~~ 12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of \pm 200-400 internship hours; and
4. Submission of the culminating electronic program portfolio in EDL 721 (The Leadership Experience/District Extension).

~~*(Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits~~

~~and 400 internship hours.)~~

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

3. To:

Counseling, Leadership, Literacy, and Special Education

Chair: Faith Deveaux (Carman Hall, Room B20)

Coordinators:

Sheila Blachman, Childhood Education, Dual Certification and Bilingual (Carman Hall, Room B20).

Stuart Chen-Hayes, Counselor Education (Carman Hall, Room B01G).

Janet DeSimone, Educational Leadership (Carman Hall, Room B53).

Barbara Gottlieb, Childhood & Adolescent Special Education (Carman Hall, Room B01E).

Danielle Magaldi-Dopman, Early Childhood Special Education (Carman Hall, Room B48).

Limor Pinhasi-Vittorio, Literacy Studies (Carman Hall, B17A).

Department Faculty: Professors: Harriet Fayne, Barbara Gottlieb, Gaoyin Qian; Associate Professors: Stuart Chen-Hayes, Janet DeSimone, Faith Deveaux, Limor Pinhasi-Vittorio; Assistant Professors: Alyse Anekstein, Danielle Magaldi-Dopman, Rosa Rivera-McCutchen, Laura Roberts, Jennifer VanAllen; Lecturers: Sheila Blachman, Faith Muturia

The Department of Counseling, Leadership, Literacy, and Special Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Educational Leadership (School Building Leader)
- Advanced Certificate, Educational Leadership (School District Leader)
- Master of Science in Organizational Leadership (not related to K-12 leadership)
- Master of Science in Education, Literacy Studies: Early Childhood Education
- Master of Science in Education, Literacy Studies: Childhood Education
- Master of Science in Education, Literacy Studies: Middle and Adolescent Education
- Master of Science in Education, Literacy Studies: Adult*
- Master of Science in Education, Literacy Studies: Teaching Literacy Birth-Grade 6 and Special Education Grades 1-6
- Dual Certificate, Literacy and Special Education, Birth-Grade 6
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits)

M.S.Ed. Program in Educational Leadership (School Building Leader) Overview

The purpose of the M.S.Ed. Program in Educational Leadership is to prepare candidates for positions as School Building Leaders (SBL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The

curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The M.S.Ed. Program in Educational Leadership is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

The following is a listing, by semester, of the courses that comprise the M.S.Ed. Program in Educational Leadership. The M.S.Ed. program can be completed in approximately 5 semesters.

Semester I (fall): (6 credits)

EDL 701: The Principal as a School Building Leader (3 credits)

EDL 702: Ethics in School Leadership (3 credits)

Semester II (spring): (6 credits)

EDL 703: Collaborative and Community-Based Leadership (3 credits)

EDL 704: Instructional and Curriculum Leadership (3 credits)

Semester III (summer): (6 credits)

EDL 706: Legal and Economic Issues and the Administration of Schools (3 credits)

EDL 708: Research, Assessment, and Data-Driven Decision Making (3 credits)

Semester IV (fall): (6 credits)

EDL 707: Creating Effective and Supportive Learning Environments for All Students (3 credits)

EDL 711: The Leadership Experience II– Building Level (internship/seminar –3 credits)

Semester V (spring): (6 credits)

EDL 709: Case Studies in School Building Leadership (3 credits)

EDL 710: The Leadership Experience I – Building Level (internship/seminar, 3 credits.)

Notes:

- Registration for all courses requires Departmental approval.
- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
9. Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours; and
4. Submission of the culminating electronic program portfolio.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must earn a passing score on the New York State Educational Leadership Assessments in SBL.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.

Advanced Educational Leadership/District Leader Extension Program (12-15 credits)

Advanced Educational Leadership/District Leader Extension Program Overview

The purpose of the Advanced Educational Leadership/District Leader Extension Program is to prepare candidates for positions as School District Leaders (SDL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SDL. The programs unite both the development of schools/districts and the development of educational leaders by preparing individuals who can be catalysts for school/district change and improved student performance.

The program prepares students for positions of leadership (e.g., superintendents, assistant superintendents, directors, etc.) in urban districts with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school, district and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school/district-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Advanced Educational Leadership/District Leader Extension Program is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in

part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

The following is a listing, by semester, of the courses that comprise the Advanced Educational Leadership/District Leader Extension Program. The Advanced Certificate can be completed in approximately 2-3 semesters.

Semester I (fall): (6 credits)

EDL 712	Leading an Effective School District	3
EDL 716	Educational Governance, Policy, and Law	3

Semester II (spring): (6 credits)

EDL 717	Finance, Operations, and Human Resource Management	3
EDL 721	The Leadership Experience-District/Extension	3

Notes:

- Registration for all courses requires Departmental approval. Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.
- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again, in Summer I.

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

Note: Students admitted every fall semester.

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)

2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
4. New York State initial or professional certification as a School Building Leader or the equivalent;
5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, speech-language pathologist or social worker;
7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
10. Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of 12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);

3. Successful completion of 200-400 internship hours; and
4. Submission of the culminating electronic program portfolio in EDL 721 (The Leadership Experience/District Extension).

Note:

- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

4. Rationale:

With the approval of the new Master of Science in Organizational Leadership program, the graduate bulletin needed to be revised and updated to reflect the new program. Also, additional stylistic changes and re-organization of content have been done to make the Educational Leadership program information, across all of its degrees/certificates, more consistent, readable and easier to understand. Curriculum, program content and/or admission/graduation requirements have not been changed.

5. Date of departmental approval: February 8, 2017

**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: Organizational Leadership, MS
Hegis Number: 2299.00
Program Code: 38541
Effective Term: Fall 2017

3. **Type of Change:** Change in graduate bulletin - addition of new degree

4. **From:**

ADDING NEW SECTION, SO THERE IS NO PRIOR TEXT TO REVISE – SO HAVE NOT UNDERLINED ENTIRE TEXT – ONLY WHAT SHOULD BE FOR STYLISTIC \ PURPOSES

3. **To:**

Organizational Leadership, Master of Science Program (MSOL) (30 credits)

MSOL Program Overview

The purpose of the MSOL Program is to prepare candidates to assume leadership positions within a variety of fields, such as higher education, not-for-profit, community-based agencies, corporate, healthcare and government, and is not focused on Pre-K-12 leadership.

The courses emphasize self assessment and reflection, critical thinking, decision making and problem solving, with extensive field-based experiences as a central component. The proposed MSOL program will provide knowledge of leadership roles and will emphasize interpersonal skills in order to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program will offer practical tools to students, which immediately can be applicable in their respective places of work, and will cultivate graduates who are knowledgeable and flexible to embrace a variety of leadership roles, communicate effectively, motivate staff, align individuals in cooperative efforts to meet organizational goals and lead across the ever-evolving diversity landscape of the 21st century. The MSOL Program is based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring and qualified leaders.

The following is a listing, by semester, of the courses that comprise the MSOL Program, which can be completed in approximately one full year (12 months).

Semester I (fall): (9 credits)

EDL 801: Holistic Leadership (4 credits)

EDL 802: Ethical Leadership (4 credits)

EDL 808: Leadership Seminar I: Needs Assessment (1 credit)

Semester II (winter): (3 credits)

EDL 803: Communication and Teamwork (3 credits)

Semester III (spring): (9 credits)

EDL 804: Leading for Strategic Change (4 credits)

EDL 805: Program Development and Evaluation (4 credits)

EDL 809: Leadership Seminar II: Literature/Research (1 credit)

Semester IV (summer): (9 credits)

EDL 806: Managing Financial Resources (4 credits)

EDL 807: Leveraging Human Capital (4 credits)

EDL 810: Leadership Seminar III: Implementation Plan (1 credits)

Notes:

- *Registration for all courses requires program approval (coordinator or advisor).*
- *Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.*

MSOL Program Admission Requirements:

Note: Students admitted fall semesters

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
3. Currently working;
4. Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

MSOL Program Continuation Requirements:

1. Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester;
2. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
3. Minimum 3.0 grade point average in all coursework;
4. Demonstrated evidence of ethics, as well as organizational, administrative, and collaborative skills, through group-based projects; and
5. Satisfactory progress on action research project.

MSOL Program Graduation Requirements:

1. Completion of 30 approved graduate credits of study in organizational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of action research project.

4. Rationale:

With the approval of the new Master of Science in Organizational Leadership (MSOL) program, the graduate bulletin needs to be updated to reflect the new program. The bulletin information was taken exactly from the original MSOL program that was approved internally, by CUNY and by NYSED.

5. Date of departmental approval: February 8, 2017

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Course Credits

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	
Course Prefix & Number	EDL 721
Course Title	The Leadership Experience – District Extension
Description	This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	Permission of program coordinator
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive,	

WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	
Course Prefix & Number	EDL 721
Course Title	The Leadership Experience – District Extension
Description	<p>This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.</p> <p><u>(May be repeated for a maximum of six credits.)</u></p>

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

4. **Rationale:**

Advanced certificate/district leader program candidates, who have not graduated from Lehman College’s MEd/School Building Leader Program, are required to fulfill 400 hours of leadership internship experience. Such candidates must register for EDL 721, twice, for a total of six credits. In order to accommodate registration issues in CUNYFirst, this must clearly be stated in the course description.

5. **Date of departmental approval:** February 8, 2017

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

DEPARTMENT OF GRADUATE STUDIES

CURRICULUM CHANGE

Effective Fall 2017

1. **Type of Change:** *Update Policy and Procedure*

2. **From:**

Grading System

The following academic grades are given in Lehman graduate programs: A, A-, B+, B, B-, C+, C, and F.

W: The grade in any course from which a student officially withdraws prior to the published deadline, indicating that the withdrawal was without prejudice.

WN: This grade denotes a student never attended the course.

WU: Any unofficial withdrawal from a course and any official withdrawal after the published deadline. A WU counts as an F in computing the Grade Point Average.

INC: Incomplete coursework. The grade is given by the instructor to indicate a student has made satisfactory progress but, for good and sufficient reason, is unable to complete the course. INC grades must be removed by completion of course requirements within one year of assignment of the grade.

FIN: Failure to complete coursework by not resolving INC grade within one year. A FIN counts as an F in computing the Grade Point Average.

SP: Satisfactory Progress restricted to certain fieldwork, thesis or research courses requiring more than one semester for completion.

WA: Administrative withdrawal (e.g., failure to comply with the State law on immunization).

Z: Grade not submitted by the instructor. Z grades must be resolved prior to graduation.

3. **To:**

Grading System

The following academic grades are given in Lehman graduate programs: A, A-, B+, B, B-, C+, C, and F.

W: The grade in any course from which a student officially withdraws prior to the published deadline, indicating that the withdrawal was without prejudice.

WN: This grade denotes a student never attended the course.

WU: Any unofficial withdrawal from a course and any official withdrawal after the published deadline. A WU counts as an F in computing the Grade Point Average.

INC: Incomplete coursework. The grade is given by the instructor to indicate a student has made satisfactory progress but, for good and sufficient reason, is unable to complete the course. INC grades must be removed by completion of course requirements within one year of assignment of the grade.

FIN: Failure to complete coursework by not resolving INC grade within one year. A FIN counts as an F in computing the Grade Point Average.

SP: Satisfactory Progress restricted to certain fieldwork, thesis or research courses requiring more than one semester for completion.

WA: Administrative withdrawal (e.g., failure to comply with the State law on immunization).

Z: Grade not submitted by the instructor. Z grades must be resolved prior to graduation.

Grade Replacement Policy

As of September 1, 2017, graduate students are entitled to the following grade-replacement policy, which is limited to graduate-level courses: Students may repeat only one course for grade replacement within any one graduate program. The last grade received replaces the previous grade in the cumulative GPA, and credit will only be awarded once. Students will not be permitted to repeat courses in which they have previously received a grade of B or better. Courses in which a grade of B-, C+, C, F, WN, WU, or FIN is earned may only be repeated with both departmental and Office of Graduate Studies approval. The Grade Replacement Policy may not be used to replace grades in practicum, internship, thesis courses or any grade resulting from a violation of CUNY's policy on academic integrity. In all cases, the original grade remains on the transcript, along with an indication that the course grade is not included in the computation of the GPA.

4. **Rationale:**

Lehman College currently doesn't have a grade repeat policy. Presently, a student who earns an unsatisfactory grade in a course has no opportunity to replace this grade. Students who earn an unsatisfactory grade often have difficulty academically rebounding from this grade, despite re-taking the course with an acceptable grade. This often causes strong students, with a single bad grade, to remain on Academic Probation for multiple semesters. The implementation of a Grade Repeat Policy will align current practice to those of our sister institutions including: Baruch College, Brooklyn College, Queens College, City College and the School of Professional Studies.

5. **Date of departmental approval:** March 8, 2017

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program and Degree Award: History, M.A.

Hegis Number: 2205.00

Program Code: 02678

Effective Term: Fall 2017

1. **Type of Change:** *Degree Requirements; Admission Requirements*

2. **From:**
Admission Requirements

Successful candidates must

- Possess a bachelor's degree (or its equivalent) from an accredited college or university
 - Have demonstrated the potential to successfully pursue graduate study - that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B- in the undergraduate record as a whole
 - Have taken a minimum of 18 credits of coursework in History, acceptable to the department.
 - Submit two letters of recommendation.
 - ~~Submit scores on the Graduate Record Examination (GRE).~~
 - Submit a 1-2 page essay consisting of responses to application-packet questions.
 - Submit a sample of college-level writing
- If conditionally admitted, satisfy the conditions within one year

Degree Requirements

The general requirements for the M.A. Degree in History consist of 36 credits of coursework:

HIS 780	Seminar in History (3 credits)
HIS 781	Advanced Tutorial Project in History (3 credits)
HIS 797	Master's Thesis Preparation (6 credits)

~~HIS 780, HIS 781: In the first year.~~

~~Other coursework at the 700-level (24 credits)~~

Comprehensive oral or written examination (0 credits)

Or

HIS 780	Seminar in History (3 credits)
HIS 781	Advanced Tutorial Project in History (3 credits)
HIS 795	Independent Reading

~~HIS 780, HIS 781: In the first year.~~

~~HIS 795: Approved capstone project.~~

~~Other coursework at the 700-level (27 credits)~~

Comprehensive oral or written examination (0 credits)

After successfully completing 30 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present a master's thesis, prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

Students who plan to do a capstone project first must successfully complete 33 credits of course work with a 3.0 average. They then must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present an approved capstone project, prepared under the direction of an adviser from the Department of History.

3. To: Admission Requirements

Successful candidates must

- Possess a bachelor's degree (or its equivalent) from an accredited college or university
 - Have demonstrated the potential to successfully pursue graduate study - that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B- in the undergraduate record as a whole
 - Have taken a minimum of 18 credits of coursework in History, acceptable to the department.
 - Submit two letters of recommendation.
 - Submit a 1-2 page essay consisting of responses to application-packet questions.
 - Submit a sample of college-level writing
- If conditionally admitted, satisfy the conditions within one year

Degree Requirements

The general requirements for the M.A. Degree in History consist of 36 credits of coursework:

<u>HIW 533 or</u>	<u>World History and Historiography (3 credits)</u>
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<u>HIU 534</u>	<u>US History and Historiography (3 credits)</u>
HIS 780	Seminar in History (3 credits)
HIS 781	Advanced Tutorial Project in History (3 credits)
HIS 797	Master's Thesis Preparation (6 credits)
Other <u>graduate-level coursework in History, or in other departments with the permission of the History graduate adviser (21 credits)</u>	

Comprehensive oral or written examination (0 credits)

Or

<u>HIW 533 or</u>	<u>World History and Historiography (3 credits)</u>
<u>HIU 534</u>	<u>US History and Historiography (3 credits)</u>
HIS 780	Seminar in History (3 credits)
HIS 781	Advanced Tutorial Project in History (3 credits)
<u>HIS 796</u>	<u>Capstone project (3 credits)</u>
Other <u>graduate-level coursework in History, or in other departments with the permission of the History graduate adviser (24 credits)</u>	

Comprehensive oral or written examination (0 credits)

After successfully completing 30 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present a master's thesis, prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

Students who plan to do a capstone project first must successfully complete 33 credits of course work with a 3.0 average. They then must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present an approved capstone project, prepared under the direction of an adviser from the Department of History.

4. **Rationale:**

Based on our assessment of student learning in the HIS 780-781 sequence, the Department has concluded that additional training in historiography is necessary in order to ensure that students are able to evaluate historical literature for scholarly credibility, historiographical stance, and author perspective, prior to beginning work on their thesis or capstone project. Hence it is adding as a requirement that students take one of two historiography courses that are presently offered for Social Studies Education MA students (HIW 533 and HIU 534). These courses have proven to be very successful at achieving the outcomes mentioned above.

The department is changing the language describing additional coursework from “at the 700-level,” which did not distinguish between courses taught in the History Department and in other departments, with language that clarifies to students that they are only permitted to take courses taught in other departments with the permission of the graduate adviser. The department is replacing “700-level” with “graduate-level” to

include the two 500-level courses taught by the History Department (HIW 533 and HIU 534) and to make it possible for students to take (with the graduate adviser's permission) 500- and 600-level courses in other departments.

The department is replacing HIS 795 (the general independent reading course) with HIS 796, a new stand-alone capstone project course, to provide greater clarity on student transcripts and for the purpose of advising and assessment. The department is removing "HIS 780, HIS 781: in the first year" to enable more flexibility, e.g. for students who start the program during a semester in which HIS 780 is not offered.

The department is removing GRE scores as an admission requirement because it is no longer the norm for History MA programs to require these scores. For instance, the GRE is not required for admission to the History MA program at City College, Brooklyn College, Queens College, and the College of Staten Island. The History Department at Lehman has not found any evidence that GRE scores are predictive of student success in its MA program.

5. **Date of departmental approval:** February 27, 2017

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

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

2.

Department(s)	
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	History
Course Prefix & Number	HIS 796
Course Title	Capstone project
Description	Students research and produce a capstone project under the supervision of faculty. Possible projects may include but are not limited to a research paper, a literature review, an annotated critical bibliography, or the development of a website.
Pre/ Co Requisites	HIS 780 and HIS 781
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** This course is intended as an alternative to the 6-credit Master's Thesis in the MA Program in History. Students who choose this option will be required to take an additional 3-credit course. By introducing the capstone project option, the program can better address the intellectual and professional needs of students for whom a traditional master's thesis may not be suitable, while maintaining an emphasis on research and critical thinking skills and graduate-level academic writing. Although the MA Program in History has offered this capstone option for many years, until now students who choose this option have used our general independent reading course (HIS 795) to get credit for it. The addition of a stand-alone capstone course will provide a clearer indication on student transcripts that they have taken this specific course, and will also provide additional clarity for advising and assessment purposes.

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

- Indicate an understanding of the methods and conventions of critical reading and writing, including the presentation of an historical argument combined with supporting empirical evidence
- Demonstrate familiarity with the language, research methods, and databases employed by professional historians
- Exhibit proficiency in graduate-level academic research and writing (specific evidence of these skills will vary depending on the nature of the project, but will in all cases include proper citation methods).

5. **Date of Departmental Approval:** February 27, 2017

Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).^{*} For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

Exceptions:

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

1. Any of the following substantive changes:
 - Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
 - Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
 - Adding or eliminating an option or concentration
 - Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
 - Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

^{*} **CUNY and SUNY** institutions: contact System Administration for guidance.



NEW YORK STATE EDUCATION DEPARTMENT
 Office of Higher Education—Office of College and University Evaluation
 89 Washington Avenue, Albany, NY 12234
 (518) 474-2593 Fax: (518) 486-2779
 ocueinfo@mail.nysed.gov
<http://www.highered.nysed.gov/ocue/>

Request to Change or Adapt a Registered Program

Item	Response <i>(type in the requested information)</i>
Institution name and address	Lehman College <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: History <u>Award</u> (e.g., B.A., M.S.): M.A. Credits: 36 HEGIS code: 2205.00 <u>Program code</u> : 02678
Contact person for this proposal	Name and title: Marie Marianetti Telephone: 718-960-8288 Fax: n/a E-mail: marie.marianetti@lehman.cuny.edu
CEO (or designee) approval	Name and title: Signature and date: <div style="background-color: black; color: white; padding: 2px;">If the program will be registered jointly¹ with another institution, provide the following information:</div> Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

- Program title**
- Program award**
- Mode of Delivery** (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
- Discontinuing a program:** indicate the date by which the program will be discontinued.²
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
 - a) Indicate proposed format:
 - b) Describe availability of courses and any change in faculty, resources, or support services:
 - c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

Establishing New Programs Based on Existing Registered Programs

[] **Creating a dual-degree program** from existing registered programs

- a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):³
- c) Courses that will be counted toward both awards:
- d) Length of time for candidates to complete the proposed program:
- e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based *entirely* on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required *and* there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- c) Expected impact on existing program:
- d) Adjustments the institution will make to its current resource allocations to support the program:
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009

³ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Course hours, credits, and description

2. **From:**

Department(s)	Mathematics and Computer Science
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 641
Course Title	Topology and Analysis II
Description	(May not be taken for credit by noneducation students.) Continuation of the study of continuity, compactness, and connectedness with applications to n-dimensional Euclidean space.
Pre/ Co Requisites	MAT 640
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Mathematics and Computer Science
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 641
Course Title	Topology and Analysis II
Description	Continuation of the study of continuity, compactness, and connectedness with applications to n-dimensional Euclidean space.
Pre/ Co Requisites	MAT 640
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

MAT 641 will meet with MAT 321, which is a 4 hour, 4 credit course. This change aligns the two classes in terms of number of hours and number of credits. In addition, the change more accurately reflects the amount of time and work demanded of the graduate student taking the course. Since none of the topics covered in MAT 641 are prerequisites for the MA program in Pure Mathematics, students enrolled in the Pure Mathematics MA program should be allowed to take and count this course towards their degree.

5. Date of departmental approval: February 21, 2017

Senate Meeting – April 5, 2017

Undergraduate Curriculum Committee (UCC) Report

**The following proposals were approved unanimously by the UCC
with a quorum present (8 of 10 members in attendance) on March 15, 2017:**

1. Biological Sciences
 - Rescind approval of BIO 173 withdrawal from Pathways
2. Africana Studies
 - Withdraw teacher end majors
3. Art
 - Withdraw teacher end majors
4. English
 - Withdraw teacher end majors
5. English
 - Change degree BA
6. General Education
 - Change College Option
7. Health Sciences
 - Change degree BS
 - Change course HSA 470
 - Withdraw HSA 440
 - Withdraw HSA 441
 - Withdraw HSA 471
8. Italian-American Studies Program
 - Withdraw teacher end majors
9. Latin American, Latino and Puerto Rican Studies
 - Withdraw teacher end majors
10. Mathematics & Computer Science
 - Change degree BA
 - New course MAT 128
 - Change course MAT 345
 - New course MAT 422
 - New course MAT 328
11. Music
 - Change degree BS
 - New course MSH 369
 - New course MSH 370
 - New course MSH 280
 - Change course MST 315
 - Change course MST 317
 - New course MSP 208

- New course MST 371
12. Sociology
- Withdraw teacher end majors was approved.

Next meeting: May 10, 2017, 1 p.m., SC 1405A

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF AFRICAN & AFRICAN AMERICAN STUDIES

CURRICULUM CHANGE

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

2. **Description:**
Name of Program and Degree Award: African American Studies (Teacher Education)
Hegis Number: 2211.00
Program Codes: 31965/60330

3. **Rationale (Explain why this course/program is no longer needed in the Department):**
Major was created solely to support the Early Childhood Certification Sequences. As those sequences have been eliminated the majors (regular and MHC) are no longer needed.

4. **Date of departmental approval:** 2/8/2017

Application to Change a Currently Registered Program¹ Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
 - Requests for changes to registered general education or Pupil Personnel Services programs
 - Requests for changes to programs preparing Licensed [Professionals](#); or
 - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - This application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



Application to Change a Currently Registered Program² Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEdapps@mail.nysed.gov

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

² CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response (type in the requested information)
Institution name and address	Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: African American Studies <u>Award</u> (e.g., B.A., M.S.): BA Credits: 120 HEGIS code: 2211.00 <u>Program code</u> : 31965 and 60330 (Macaulay Honors) List the teacher or educational leader certificate titles the program leads to: Early Childhood Education, Birth-Grade 2; Childhood Education, Grades 1-6; and Bilingual Education Extension
Contact person for this proposal	Name and title: Gaoyin Qian Telephone: 718-960-8307 mail: gaoyin.qian@lehman.cuny.edu Fax: _____ E- _____
CEO (or designee) approval <i>Signature affirms the institution's commitment to support the program as revised.</i>	Name and title: Signature and date: If the program will be registered jointly ³ with another institution, provide the following information: Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm (page not found).

Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

Answer: The program has been replaced by the Minor to Master Early Childhood programs in order to meet NYS certification requirements.

2. Identify the certificate title(s) to which the program currently leads.

Answer:

Part B: Program-Specific Change Items: Complete the items that correspond to the change or changes in the program being requested.

1. Changing a Program Title

Indicate the new program title.

Answer:

2. Discontinuing a Program

Indicate the date* the program will be discontinued.

Answer: January 2017

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

3. Adding a Major or Concentration

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

4. Deleting a Certificate Title

Indicate the date by which all students in that certificate title will have completed the program.

Answer:

5. Adding a Certificate Title

Provide the documented need for this change along with admission requirements.

Answer:

6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day Evening Weekend Evening/Weekend Not Full-Time

And
Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

Answer:

9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

Answer:

Task: Program Schedule

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

a) Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

b) If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes No If no, explain:

d) Only for master's degree programs, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

Answer:

Undergraduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
------------------------	-----------------	-------------------------------------	---------------	------------------------------

Cr: credits LAS: [liberal arts & sciences](#)
 Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Graduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

Program Totals:	Credits:	
------------------------	-----------------	--

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Task: Side by Side Comparison Chart

Complete this Task for the following changes:

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

a) Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.

Side by Side Comparison Chart

Courses in Existing Program			Courses in the Newly Modified Program		
Course Number	Course Title	Course Credits	Course Number	Course Title	Course Credits

Task: Faculty Table

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

Full-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
<i>Example: Jonathan Smith, Assistant Professor Program Director</i>	<i>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</i>	<i>Example: Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.</i>	<i>Example: EDU 301: Teaching Students with Disabilities</i>	<i>Example: 60%</i>

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example:</i> <i>Jonathan Smith, Assistant Professor</i> <i>Program Director</i>	<i>Example:</i> <i>Ph.D. in Curriculum and Instruction, Syracuse University</i> <i>M.A. in Special Education, College of Saint Rose</i> <i>B.A. in English, University at Albany</i>	<i>Example:</i> <i>Special Education N-12 certificate</i> <i>Teaching Students with Special Needs. Journal of Special Needs, vol. 3, no. 6, 226-241, 2011.</i>	<i>Example:</i> <i>EDU 301: Teaching Students with Disabilities</i>

Faculty to be Hired Table

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task: Catalog Course Descriptions & Course Syllabi

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. To attach, follow the instructions on the Task upload page.

b) If new courses are being added as part of the indicated change(s), attach syllabi for each **new course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to **course syllabi**:**

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
 - course description
 - course objectives
 - pre- and co-requisites
 - credits allocated
 - topics addressed
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination
 - texts and other resources
 - other course policies related to integrity of credit
 - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner’s Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

To attach, follow instructions on the Task upload page.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Task: Pedagogical Core Coursework**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task: Field Experience and Student Teaching for Teacher Preparation Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) If a teacher education program, does the change impact field experience or student teaching requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

c) List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

d) List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

Task: Field Experiences for Educational Leadership Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses*:

Course Number	Course Title	Instructor	No. of Full School Days

*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2. **Description:**
Name of Program and Degree Award: Art History (Teacher Education)
Hegis Number: 1003.00
Program Codes: 25930/60331

3. **Rationale (Explain why this course/program is no longer needed in the Department):**
Major was created solely to support the Early Childhood Certification Sequences. As those sequences have been eliminated the majors (regular and MHC) are no longer needed.

4. **Date of departmental approval:** December 9, 2015

Application to Change a Currently Registered Program¹ Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
 - Requests for changes to registered general education or Pupil Personnel Services programs
 - Requests for changes to programs preparing Licensed [Professionals](#); or
 - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - This application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



Application to Change a Currently Registered Program² Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEdapps@mail.nysed.gov

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

² CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response <i>(type in the requested information)</i>
Institution name and address	Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Art History <u>Award</u> (e.g., B.A., M.S.): BA Credits: 120 HEGIS code: 1003.00 <u>Program code</u> : 25930 and 60331 (Macaulay Honors) List the teacher or educational leader certificate titles the program leads to: Early Childhood Education, Birth-Grade 2; Childhood Education, Grades 1-6; and Bilingual Education Extension
Contact person for this proposal	Name and title: Gaoyin Qian Telephone: 718-960-8307 Fax: E- mail: gaoyin.qian@lehman.cuny.edu
CEO (or designee) approval	Name and title: Harriet Fayne Signature and date: If the program will be registered jointly ³ with another institution, provide the following information: Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm (page not found).

Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

Answer: The program has been replaced by the Minor to Master Early Childhood programs in order to meet NYS certification requirements.

2. Identify the certificate title(s) to which the program currently leads.

Answer:

Part B: Program-Specific Change Items: Complete the items that correspond to the change or changes in the program being requested.

1. Changing a Program Title

Indicate the new program title.

Answer:

2. Discontinuing a Program

Indicate the date* the program will be discontinued.

Answer: January 2017

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

3. Adding a Major or Concentration

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

4. Deleting a Certificate Title

Indicate the date by which all students in that certificate title will have completed the program.

Answer:

5. Adding a Certificate Title

Provide the documented need for this change along with admission requirements.

Answer:

6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day Evening Weekend Evening/Weekend Not Full-Time

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

Answer:

9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

Answer:

Task: Program Schedule

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

a) Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

b) If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes No If no, explain:

d) Only for master's degree programs, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

Answer:

Undergraduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification				Prerequisite(s)
Course Number & Title	Cr	LAS	Maj	New		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Term credit total:						

Term:		Credits per classification				Prerequisite(s)
Course Number & Title	Cr	LAS	Maj	New		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Term credit total:						

Term:		Credits per classification				Prerequisite(s)
Course Number & Title	Cr	LAS	Maj	New		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Term credit total:						

Term:		Credits per classification				Prerequisite(s)
Course Number & Title	Cr	LAS	Maj	New		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Term credit total:						

Term:		Credits per classification				Prerequisite(s)
Course Number & Title	Cr	LAS	Maj	New		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Term credit total:						

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
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Cr: credits **LAS:** liberal arts & sciences
Maj: major requirement **New:** new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Graduate Program Schedule Table

<ul style="list-style-type: none"> ▪ Indicate academic calendar type: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter <input type="checkbox"/> Trimester <input type="checkbox"/> Other (describe): ▪ Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2. ▪ Use the table to show how a typical student may progress through the program; copy/expand the table as needed. 							
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Program Totals:		Credits:					
<p>New: indicate if new course Prerequisite(s): list prerequisite(s) for the noted courses</p>							

Task: Side by Side Comparison Chart

Complete this Task for the following changes:

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

a) Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.

Task: Faculty Table

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

Full-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
<i>Example: Jonathan Smith, Assistant Professor Program Director</i>	<i>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</i>	<i>Example: Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.</i>	<i>Example: EDU 301: Teaching Students with Disabilities</i>	<i>Example: 60%</i>

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example: Jonathan Smith, Assistant Professor Program Director</i>	<i>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</i>	<i>Example: Special Education N-12 certificate Teaching Students with Special Needs. Journal of Special Needs, vol. 3, no. 6, 226-241, 2011.</i>	<i>Example: EDU 301: Teaching Students with Disabilities</i>

Faculty to be Hired Table

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task: Catalog Course Descriptions & Course Syllabi**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. **To attach, follow the instructions on the Task upload page.**

b) If new courses are being added as part of the indicated change(s), attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. **Specific requirements pertaining to course syllabi:**

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
 - course description
 - course objectives
 - pre- and co-requisites
 - credits allocated
 - topics addressed
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination
 - texts and other resources
 - other course policies related to integrity of credit
 - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

To attach, follow instructions on the Task upload page.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Task: Pedagogical Core Coursework**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed			
				General PCR*	Program-Specific PCR		
					Cert Code	Cert Code	Cert Code

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task: Field Experience and Student Teaching for Teacher Preparation Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) If a teacher education program, does the change impact field experience or student teaching requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

c) List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

d) List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

Task: Field Experiences for Educational Leadership Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses*:

Course Number	Course Title	Instructor	No. of Full School Days

*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Withdraw Pathways designation

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 173
Course Title	Human Biology of Systems
Description	Survey of the structure and function of the human body with emphasis on concepts and current issues in human biology. Note 1: The one-hour lecture will build on assigned study of online materials such as videotexts /pod casts and similar media over the internet. Note 2: Cannot be used to satisfy the biology requirement for any major or program that requires a biology course.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

3. To:

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 173
Course Title	Human Biology of Systems
Description	Survey of the structure and function of the human body with emphasis on concepts and current issues in human biology. Note 1: The one-hour lecture will build on assigned study of online materials such as videotexts /pod casts and similar media over the internet. Note 2: Cannot be used to satisfy the biology requirement for any major or program that requires a biology course.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course content is very similar to BIO 183, which students can take as a STEM Variant. We think that the course is redundant and we are planning to replace it with a new course to improve science literacy.

5. **Date of departmental approval:** October 19, 2016

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of major leading to teaching certification in Early Childhood Education Birth-Grade 2 and Childhood Education Grade 1-6

2. **Description:**
Name of Program and Degree Award: English (Teacher Education)
Hegis Number: 1501.00
Program Codes: 25935/60336

3. **Rationale (Explain why this course/program is no longer needed in the Department):**
The Early Childhood Certification Sequences were discontinued. As those sequences have been eliminated, the majors (regular and MHC) leading to certificates in teaching in Early Childhood Education and Childhood Education are no longer needed.

4. **Date of departmental approval:** March 8, 2017

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

English, MHC-English, English Teacher

Hegis # 1501.00

Program Code: 02634 [English], 34279 [MHC-English], 25935 [English Teacher]

Effective Term: Fall 2017

1. **Type of Change:** B.A. Degree Requirements

2. **From:** English, B.A. (~~31-41~~ Credit Major)

The English major consists of ~~31-41~~ credits taken in one of ~~four~~ specializations: Literature, Professional Writing, Creative Writing, ~~or the Early Childhood and Childhood Education/English certification sequence (see "Teacher of English" below).~~ The total number of credits depends on students' specializations and ~~on whether or not they~~ participate in the English Honors Program. English courses numbered below the 300-level do not qualify toward the major. ~~Except for students in the ECCE/English sequence,~~ students who wish to take 300- or 400-level courses must ~~have completed the Literature distribution requirement (Area III) or~~ obtained permission from the Department.

Required courses and credits are distributed as follows:

Literature Specialization (40 credits)

Core requirements (22 credits)

	Credits
ENG 300 Introductory to Literary Study	4
ENG 301 English Literature I--Origins through Early Modern	3
ENG 302 English Literature II-- Restoration through Revolutions	3
ENG 303 English Literature III--Romantic through Modern	3
ENG 307 The Novel	3
ENG 308 American Literature	3
ENG 350 Senior Seminar	3

Electives (18 credits)

Choose courses from each of the following four groups of electives; ~~total credits must add up to 18.~~

One course (3 credits):

	Credits
ENG 312 Shakespeare	3

One or two courses (3-6 credits) chosen from:

	Credits
ENG 338 Postcolonial Literatures	3
ENG 339 Latino Literature	3
ENG 340 African and African-American Literature	3
ENG 341 Asian and Asian-American Literature	3

One or two courses (3-6 credits) chosen from:

	Credits
ENG 304 The Structure of Modern English	3
ENG 305 History of the English Language	3
ENW 306 Peer Tutoring	3
ENW 301 Poetry Writing	3
ENW 302 Fiction Writing	3
ENW 308 Playwriting	3
ENW 303 Creative Nonfiction Writing	3
ENW 304 Nonprofit Grant Writing	3
ENW 305 Professional Writing	3

Two or three courses (6-9 credits) chosen from:

	Credits
ENG 328 Poetry	3
ENG 330 Fiction	3
ENG 334 Drama	3
ENG 335 Critical Approaches to Children's Literature	3
ENG 336 Critical Approaches to Adolescent Literature	3
ENG 337 Irish Literature	3
ENG 346 The Bible as Literature	3
ENG 347 Western Traditions--Narrative	3
ENG 348 Western Traditions--Drama	3
ENG 349 Eastern Traditions	3
ENG 342 Film Studies	3
ENG 343 Urban Literature	3
ENG 344 Women Writers in English	3
ENG 345 Topics in Gender and Sexuality	3

ENG 355	Special Topics in Literature I	3
ENG 356	Special Topics in Literature II	3
ENG 381	Individual Tutorial in Literature	3
ENG 460	Honor Seminar--Spec Topics	3
ENG 463	Seminar in Literature-Theory & Criticism	3
HUM 470	Humanities Internship	5

Or

~~One 300-400-level literature course~~

~~One 300-400 level literature course: In the School of Arts and Humanities (with Department permission):~~

~~Professional Writing Specialization (40 credits)~~

~~Core (22 credits)~~

		Credits
ENG 300	Introductory to Literary Study	4
ENG 301	English Literature I--Origins through Early Modern	3
ENG 302	English Literature II--Restoration through Revolutions	3
ENG 303	English Literature III--Romantic through Modern	3
ENG 307	The Novel	3
ENG 308	American Literature	3
ENG 350	Senior Seminar	3

~~Electives (18 credits)~~

~~Choose courses from each of the following four groups of electives; total credits must add up to 18.~~

~~Two courses (6 credits) chosen from:~~

		Credits
ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3

~~One course (3 credits) chosen from:~~

		Credits
ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
ENW 306	Peer Tutoring	3
ENW 301	Poetry Writing	3

ENW 302	Fiction Writing	3
ENW 308	Playwriting	3
ENG 312	Shakespeare	3
ENG 338	Postcolonial Literatures	3
ENG 339	Latino Literature	3
ENG 340	African and African-American Literature	3
ENG 341	Asian and Asian-American Literature	3

One or two courses (3-6 credits) chosen from:

		Credits
ENW 333	Marketing and PR Writing	3
ENW 334	Grant and Proposal Writing	3
ENW 335	Technical Writing	3

One or two courses (3-6 credits) chosen from:

		Credits
ENW 323	Biography and Memoir Writing	3
ENW 324	The Literary Essay	3
ENW 325	Culture, Criticism, and Publication	3
ENW 365	Special Topics in Professional Writing	3
ENW 381	Individual Tutorial in Writing	3
ENW 462	Seminar in Professional Writing	3
HUM 470	Humanities Internship	5

~~Creative Writing Specialization (40 credits)~~**Core requirements (22 credits)**

		Credits
ENG 300	Introductory to Literary Study	4
ENG 301	English Literature I--Origins through Early Modern	3
ENG 302	English Literature II - Restoration through Revolutions	3
ENG 303	English Literature III--Romantic through Modern	3
ENG 307	The Novel	3
ENG 308	American Literature	3
ENG 350	Senior Seminar	3

Electives (18 credits)

Choose courses from each of the following five groups of electives; ~~total credits must add up to 18.~~

Two courses (6 credits) chosen from:

		Credits
ENW 301	Poetry Writing	3
ENW 302	Fiction Writing	3
ENW 308	Playwriting	3

One course (3 credits) chosen from:

		Credits
ENW 309	Screenwriting	3
ENW 311	Advanced Poetry Writing I	3
ENW 312	Advanced Fiction Writing I	3

One course (3 credits) chosen from:

		Credits
ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
ENW 306	Peer Tutoring	3
ENG 312	Shakespeare	3
ENG 338	Postcolonial Literatures	3
ENG 339	Latino Literature	3
ENG 340	African and African-American Literature	3
ENG 341	Asian and Asian-American Literature	3
ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3

~~One course (3 credits) chosen from:~~

		Credits
ENW 328	Advanced Workshop Writing II	3
ENW 329	Advanced Fiction Writing II	3
ENW 330	Advanced Playwriting Workshop	3
ENW 409	Advanced Screenwriting	3

~~One course (3 credits) chosen from:~~

		Credits
ENW 364	Special Topics in Creative Writing	3
ENW 381	Individual Tutorial in Writing	3
ENW 461	Seminar in Creative Writing	3

HUM 470 Humanities Internship 5

Early Childhood and Childhood Education Specialization/English Certification Sequence (31 credits)

Core requirements (16 credits)

		Credits
ENG 300	Introductory to Literary Study	4
ENG 303	English Literature III--Romantic through Modern	3
ENG 308	American Literature	3
ENG 312	Shakespeare	3
ENG 350	Senior Seminar	3
ENG 300: Fulfills the Area III Distribution Requirement for this sequence.		

Electives (15 credits)

Choose courses from each of the following four groups of electives; total credits must add up to 15.

Two courses (6 credits) chosen from:

		Credits
ENG 328	Poetry	3
ENG 330	Fiction	3
ENG 334	Drama	3

One course (3 credits) chosen from:

		Credits
ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
ENW 306	Peer Tutoring	3

One course (3 credits) chosen from:

		Credits
ENG 335	Critical Approaches to Children's Literature	3
ENG 336	Critical Approaches to Adolescent Literature	3

One course (3 credits) chosen from:

		Credits
ENG 346	The Bible as Literature	3
ENG 347	Western Traditions--Narrative	3
ENG 348	Western Traditions--Drama	3

ENG 349	Eastern Traditions	3
ENG 338	Postcolonial Literatures	3
ENG 339	Latino Literature	3
ENG 340	African and African-American Literature	3
ENG 341	Asian and Asian-American Literature	3
ENG 355	Special Topics in Literature I	3
ENG 356	Special Topics in Literature II	3

~~Or any other 300-level literature course in the School of Arts and Humanities (with English Department permission).~~

~~English Honors Program (EHP)~~

~~The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in literature, creative writing, professional writing, and education have access to the Department's Honors Room, participate in academic and cultural events on and off campus, enjoy English Honors advisement, work individually with a faculty mentor on an independent English Honors project in the fall term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who maintain a 3.2 College GPA and a 3.5 English GPA in at least two 300-level English courses may contact the EHP director for admission.~~

~~The requirements for English Honors specializations are the same as for regular English specializations, with the following exceptions:~~

~~Literature (41 credits)~~

		Credits
ENG 463	Seminar in Literature Theory & Criticism	3
ENG 481	Honors Tutorial in Literature	3
ENG 482	Honors Colloquium	4

~~ENG 463: Is required (not optional).~~

~~ENG 481: Is required and replaces a regular Literature elective.~~

~~ENG 482: Is required at the same time as ENG 481.~~

~~Total elective credits add up to 19 (not 18).~~

~~Professional writing (41 credits)~~

		Credits
HUM 470	Humanities Internship	5
ENW 481	Honors Tutorial in Writing	3
ENG 482	Honors Colloquium	4

~~HUM 470: Is required (not optional).~~

~~ENW 481: Is required and replaces a regular Professional Writing elective.~~

~~ENG 482: Is required at the same time as ENW 481.~~

~~Total elective credits add up to 19 (not 18).~~

~~Creative Writing (41 credits)~~

		Credits
HUM 470	Humanities Internship	5
ENW 481	Honors Tutorial in Writing	3
ENG 482	Honors Colloquium	1

~~HUM 470: Is required (not optional).~~

~~ENW 481: Is required and replaces a regular Creative Writing elective.~~

~~ENG 482: Is required at the same time as ENW 481.~~

~~Total elective credits add up to 19 (not 18)~~

~~Early Childhood and Childhood Education / English (32 credits)~~

		Credits
ENW 481	Honors Tutorial in Writing	3
ENG 482	Honors Colloquium	4

~~ENW 481: Is required and replaces a regular E.C.C.E. / English elective.~~

~~ENG 482: Is required at the same time as ENW 481.~~

~~Total elective credits add up to 16 (not 15)~~

~~English Minors~~

The Minor in English consists of four courses totaling 12 credits, planned as one of three options listed below. ENG 110 and ENG 120 do not count toward the Minor in English in any capacity.

Literature Minor (12 credits)

~~Students must take four literature courses, comprised of:~~

		Credits
ENG One 200-level ENG course		
And		
ENG Three 300- or 400-level ENG courses		

~~One 300- or 400-level ENW course in Writing may be substituted for a 300- or 400-level ENG course in Literature.~~

Professional Writing Minor (12 credits)

Students must take:

		Credits
ENW 217	Editing and Proofreading	3

Plus two of the following ENW courses:

		Credits
ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3

The fourth course may be any 300- or 400-level elective in:

	Credits
Professional Writing	
Creative Writing	
Literature	

Creative Writing Minor (12 credits)

Students must take:

	Credits
ENW 210 Introduction to Creative Writing-Fiction, Poetry, and Playwriting	3

Plus two of the following ENW courses:

		Credits
ENW 301	Poetry Writing	3
ENW 302	Fiction Writing	3
ENW 308	Playwriting	3

The fourth course may be any 300- or 400-level elective in:

	Credits
Creative Writing	
Professional Writing	
Literature	

Teacher of English

~~English is an approved major for students wishing to become elementary school teachers or middle / high school English teachers.~~

~~Middle and High School Education minors must fulfill the requirements of a 40/41-credit English major in Literature, Professional Writing, or Creative Writing, regardless of whether or not they are pursuing certification.~~

~~Early Child and Childhood Education minors not pursuing certification must fulfill the requirements of a 40/41-credit English major in Literature, Professional Writing, or Creative Writing.~~

~~Early Child and Childhood Education minors pursuing certification must fulfill the requirements of the 31/32-credit E.C.C.E. / English certification sequence. Students must complete the Education Department's certification requirements to graduate as a 31/32-credit English major.~~

Education students who receive certification as undergraduates may pursue an M.A. in English. Education students who do not receive certification as undergraduates may pursue an M.A. in Education. Students interested in becoming teachers should meet with English Department advisors to plan their program early in their academic careers, especially if they are seeking certification. They should also consult with the Office of the Dean of Education (Garman Hall, Rm. B33 or 718-960-4972) for the latest information on New York State requirements for teacher certification.

3. To: English, B.A. (40-43 Credit Major)

The English major consists of 40-43 credits taken in one of three specializations: Literature, Professional Writing, or Creative Writing. The total number of credits depends on what courses students take and whether or not they participate in the English Honors Program. English courses numbered below the 300-level do not qualify toward the major. Students who wish to take 300- or 400-level courses must obtain permission from the Department.

Required courses and credits are distributed as follows:

LITERATURE Specialization (40-43 credits)

Core requirements (22 credits)

	Credits
ENG 300 Introduction to Literary Study	4
ENG 301 English Literature I--Origins through Early Modern	3
ENG 302 English Literature II--Restoration through Revolutions	3
ENG 303 English Literature III--Romantic through Modern	3
ENG 307 The Novel	3
ENG 308 American Literature	3
ENG 350 Senior Seminar	3

Electives (18-21 credits)

Choose courses from each of the following four groups of electives. Total credits must add up to at least 18 credits in 6 courses for Literature Majors and at least 19 credit in 7 courses for Honors Literature Majors.

One course (3 credits):

ENG 312 Shakespeare	3
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One or two courses (3-6 credits) chosen from:

ENG 338	Postcolonial Literatures	3
ENG 339	Latino Literature	3
ENG 340	African and African-American Literature	3
ENG 341	Asian and Asian-American Literature	3

One or two courses (3-6 credits) chosen from:

ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
ENW 301	Poetry Writing	3
ENW 302	Fiction Writing	3
ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3
<u>ENW 306</u>	<u>Peer Tutoring</u>	<u>3</u>
<u>ENW 308</u>	<u>Playwriting</u>	<u>3</u>

Two to four courses (6-12 credits) chosen from:

ENG 328	Poetry	3
ENG 330	Fiction	3
ENG 334	Drama	3
ENG 335	Critical Approaches to Children's Literature	3
ENG 336	Critical Approaches to Adolescent Literature	3
ENG 337	Irish Literature	3
<u>ENG 342</u>	<u>Film Studies</u>	<u>3</u>
<u>ENG 343</u>	<u>Urban Literature</u>	<u>3</u>
<u>ENG 344</u>	<u>Women Writers in English</u>	<u>3</u>
<u>ENG 345</u>	<u>Topics in Gender and Sexuality</u>	<u>3</u>
ENG 346	The Bible as Literature	3
ENG 347	Western Traditions--Narrative	3
ENG 348	Western Traditions--Drama	3
ENG 349	Eastern Traditions	3
ENG 355	Special Topics in Literature I	3
ENG 356	Special Topics in Literature II	3
ENG 381	Individual Tutorial in Literature	3
ENG 460	Honor Seminar--Spec Topics	3
ENG 463	Seminar in Literature--Theory & Criticism	3

Required for Honors Literature; open to all students

<u>ENG 481</u>	<u>Honors Tutorial in Literature</u>	<u>3</u>
	<u>Required for Honors Literature; English honors students only</u>	
<u>ENG 482</u>	<u>Honors Colloquium</u>	<u>1</u>
	<u>Required for Honors; English honors students only</u>	
One 300/400-level literature or writing course	<u>in the English Department or the School of Arts and Humanities (with Department permission)</u>	<u>3</u>
HUM 470	Humanities Internship	5

PROFESSIONAL WRITING Specialization (40-43 credits)

Core (22 credits)

		Credits
ENG 300	<u>Introduction to Literary Study</u>	4
ENG 301	English Literature I--Origins through Early Modern	3
ENG 302	English Literature II--Restoration through Revolutions	3
ENG 303	English Literature III--Romantic through Modern	3
ENG 307	The Novel	3
ENG 308	American Literature	3
ENG 350	Senior Seminar	3

Electives (18-21 credits)

Choose courses from each of the following three groups of electives. Total credits must add up to at least 18 credits in 6 courses for Professional Writing Majors and at least 19 credits in 7 courses for Honors Professional Writing Majors.

Two courses (6 credits) chosen from:

ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3

One course (3 credits) chosen from:

ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
<u>ENG 312</u>	<u>Shakespeare</u>	<u>3</u>
<u>ENG 338</u>	<u>Postcolonial Literatures</u>	<u>3</u>
<u>ENG 339</u>	<u>Latino Literature</u>	<u>3</u>
<u>ENG 340</u>	<u>African and African-American Literature</u>	<u>3</u>
<u>ENG 341</u>	<u>Asian and Asian-American Literature</u>	<u>3</u>

ENW 301	Poetry Writing	3
ENW 302	Fiction Writing	3
<u>ENW 306</u>	<u>Peer Tutoring</u>	<u>3</u>
<u>ENW 308</u>	<u>Playwriting</u>	<u>3</u>

Three or four courses (9-12 credits) chosen from:

ENW 323	Biography and Memoir Writing	3
ENW 324	The Literary Essay	3
ENW 325	Culture, Criticism, and Publication	3
<u>ENW 333</u>	<u>Marketing and PR Writing</u>	<u>3</u>
<u>ENW 334</u>	<u>Grant and Proposal Writing</u>	<u>3</u>
<u>ENW 335</u>	<u>Technical Writing</u>	<u>3</u>
ENW 365	Special Topics in Professional Writing	3
ENW 381	Individual Tutorial in Writing	3
ENW 462	Seminar in Professional Writing	3
<u>ENW 481</u>	<u>Honors Tutorial in Writing</u>	<u>3</u>

Required for Honors Professional Writing; English honors students only

<u>ENG 482</u>	<u>Honors Colloquium</u>	<u>1</u>
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Required for Honors; English honors students only

One 300/400-level professional writing course in the English Department or the School of Arts and Humanities (with Department permission) 3

HUM 470	Humanities Internship	5
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Required for Honors Professional Writing; open to all students

CREATIVE WRITING Specialization (40-43 credits)

Core requirements (22 credits)

		Credits
ENG 300	Introduction to Literary Study	4
ENG 301	English Literature I--Origins through Early Modern	3
ENG 302	English Literature II--Restoration through Revolutions	3
ENG 303	English Literature III--Romantic through Modern	3
ENG 307	The Novel	3
ENG 308	American Literature	3
ENG 350	Senior Seminar	3

Electives (18-21 credits)

Choose courses from each of the following four groups of electives. Total credits must add up to at least 18 credits in 6 courses for Creative Writing Majors and at least 19 credits in 7 courses for Honors Creative Writing Majors.

Two courses (6 credits) chosen from:

ENW 301	Poetry Writing	3
ENW 302	Fiction Writing	3
ENW 308	Playwriting	3

One course (3 credits) chosen from:

ENW 309	Screenwriting	3
ENW 311	Advanced Poetry Writing I	3
ENW 312	Advanced Fiction Writing I	3

One course (3 credits) chosen from:

ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
ENG 312	Shakespeare	3
ENG 338	Postcolonial Literatures	3
ENG 339	Latino Literature	3
ENG 340	African and African-American Literature	3
ENG 341	Asian and Asian-American Literature	3
ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3
ENW 306	Peer Tutoring	3

Two or three courses (6-9 credits) chosen from:

ENW 328	Advanced <u>Poetry</u> Writing II	3
ENW 329	Advanced Fiction Writing II	3
ENW 330	Advanced Playwriting Workshop	3
ENW 364	Special Topics in Creative Writing	3
ENW 381	Individual Tutorial in Writing	3
<u>ENW 409</u>	<u>Advanced Screenwriting</u>	<u>3</u>
ENW 461	Seminar in Creative Writing	3
<u>ENW 481</u>	<u>Honors Tutorial in Writing</u>	<u>3</u>

Required for Honors Creative Writing; English honors students only

<u>ENG 482</u>	<u>Honors Colloquium</u>	<u>1</u>
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Required for Honors; English honors students only

<u>One 300/400-level creative writing course in the English Department or the School of Arts and Humanities (with Department permission)</u>		3
HUM 470	Humanities Internship	5
<u>Required for Honors Creative Writing; open to all students</u>		

ENGLISH HONORS PROGRAM (EHP)

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in Literature, Creative Writing, and Professional Writing have access to the Department's honors room, participate in academic and cultural events on and off campus, enjoy honors advisement, work individually with a faculty mentor on a senior honors thesis in the Fall Term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who have taken two or more 300-level English courses may contact the EHP director about this demanding but rewarding program.

ENGLISH MINORS

The Minor in English consists of four courses totaling 12 credits, planned as one of three options listed below. ENG 111 and ENG 121 do not count toward the Minor in English. The English Minor is open to all majors (except English).

Literature Minor (12 credits)

Students must take one 200-level ENG course (3 credits) and three 300/400-level ENG courses (9 credits). One 300/400-level ENW course in Writing may be substituted for a 300/400-level ENG course in Literature.

Professional Writing Minor (12 credits)

Students must take ENW 217 (Editing and Proofreading, 3 credits) and two of the following ENW courses (3 credits each): ENW 303 (Creative Nonfiction Writing), ENW 304 (Nonprofit Grant Writing), ENW 305 (Professional Writing). The fourth course may be any 300/400-level elective in Professional Writing, Creative Writing, or Literature (3 credits).

Creative Writing Minor (12 credits)

Students must take ENW 210 (Introduction to Creative Writing, 3 credits) and two of the following three ENW courses (3 credits each): ENW 301 (Poetry Writing), ENW 302 (Fiction Writing), ENW 308 (Playwriting). The fourth course may be any 300/400-level elective in Creative Writing, Professional Writing, or Literature (3 credits).

INTERDISCIPLINARY MINOR IN PROFESSIONAL COMMUNICATIONS

In addition to the 12-credit English Minors in Literature, Professional Writing, and Creative Writing, students have the option of the 13-credit Interdisciplinary Minor in

Professional Communications. The Professional Communications Minor provides students with the opportunity to develop their skills in various kinds of multimedia communications. The Minor is open to all majors (including English).

TEACHER OF ENGLISH

English Majors who are also Minors in Early Childhood and Childhood Education (ECCE) or Middle and High School Education (MHSE) must fulfill the requirements of a 40-43-credit English Major in Literature, Professional Writing, or Creative Writing, regardless of whether or not they are pursuing certification.

Education Minors who receive certification as undergraduates may pursue an M.A. in English. Education Minors who do not receive certification as undergraduates may pursue an M.S. in Education. Students interested in becoming teachers should consult the Office of the Dean of Education for the latest information on New York State requirements for teacher certification.

4. Rationale:

Changes to the English Major, English Honors Major, and English Teacher Minors serve to **remove the inactive 31-credit English / Early Childhood and Childhood Education Specialization from the English Major**. The Department of ECCE stopped offering this program several years ago, and has already removed it from their ECCE Major program. The English Department is now doing the same with its own English Major program. The change will put an end to the confusion that results when students declare a major that no longer exists.

The remaining paragraph on “**English Teacher**” at the end of the BA program acknowledges the close collaboration between the English and Education Departments in terms of English Majors and Education Minors, as well as the eventual progress of many English majors into graduate work in Lehman’s English MA and MS-Education/English programs.

Total credits for the three English Major specializations – Literature, Professional Writing, and Creative Writing – have been corrected from earlier erroneous copy. HUM 470 (Humanities Internship) is an option for all English Majors and a requirement for Honors Professional Writing and Honors Creative Writing Majors. The presence of HUM 470 in the various English Major tracks is now reflected in the range of total credits assigned to each track; the overall range for the English Major is now correctly listed as 40-43 credits.

The only other substantive change is the inclusion in the English/Professional-Writing Major and the English/Creative-Writing Major of an option that already exists in the English / Literature Major – namely, **letting students take a relevant but unlisted course in the English Department or the Arts & Humanities School, with Department approval**. Adding this option to our Professional and Creative Writing specializations allows English writing students to take full advantage of writing courses

both in English and in other departments (such as Journalism, Theatre, etc.). The original Literature option has been amended slightly to allow students to take not only literature but also writing courses.

The English Honors Program (EHP) has been moved from a separate category (where it was placed when it was first constructed in 2009-2010) into the regular course listings for the three English Major Specializations. This synthesis of regular and honors requirements has required some adjustment of course groups and credit/course requirements in the course listings, but does not change any of the programs in any substantial way. We have removed notice of GPA limits in our EHP description to encourage students to come in for one-on-one consultation about their academic progress and potential.

Course listings in each of the English specializations have been emended for greater clarity: courses are now (mercifully) listed in alphabetical and numerical order.

The English Minors have been emended for greater clarity of meaning and presentation, but not altered in any substantial way.

The inclusion of notice of the **Interdisciplinary Minor in Professional Communications**, as an alternative to the three English Department Minors in Literature, Professional Writing, and Creative Writing, reflects the fact that nearly all of the courses in the PC minor are English courses.

All other changes are minor, correcting details or increasing clarity. ENG 110 and ENG 120 (Principles of Effective Writing I and II) have been replaced by ENG 111 and 121 (Composition I and II), pursuant to Pathways changes several years ago. Missing credits have been added at various points in the text. The over-used word, “credits,” has been removed whenever possible in the tabulation of credits that accompanies each specialization’s list of courses.

A few changes reflect **typos in *Bulletin* copy**. ENG 300’s correct title has always been “Introduction to Literary Study” (not “Introductory”). The single dash in the title of ENG 463 has been emended to a double dash for uniformity with other English courses (e.g., ENG 301, 302, 303, etc.): “Seminar in Literature--Theory&Criticism.” ENG 328’s proper title is “Advanced Poetry Writing II” (not “Advanced Workshop Writing”).

All remaining changes are stylistic or related to issues of formatting.

5. **Date of English Department approval:** 8 March 2017

Application to Change a Currently Registered Program¹ Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
 - Requests for changes to registered general education or Pupil Personnel Services programs
 - Requests for changes to programs preparing Licensed [Professionals](#); or
 - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - This application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



Application to Change a Currently Registered Program² Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEdapps@mail.nysed.gov

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

² CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response (type in the requested information)
Institution name and address	<i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: English Teacher <u>Award</u> (e.g., B.A., M.S.): B.A. Credits: 120 HEGIS code: 1501.00 <u>Program code</u> : 25935 and 60336 (Macaulay Honors) List the teacher or educational leader certificate titles the program leads to: Initial Certification in 1) English Language Arts 7-12; 2) Early Childhood Education Birth-Grade 2; 3) Childhood Education, Grades 1-6; and 4) Bilingual Education Extension.
Contact person for this proposal	Name and title: Gaoyin Qian Telephone: 718-960-8307 Fax: E-mail:gaoyin.qian@lehman.cuny.edu
CEO (or designee) approval	Name and title: Signature and date: If the program will be registered jointly ³ with another institution, provide the following information:
<i>Signature affirms the institution's commitment to support the program as revised.</i>	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm (page not found).

Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart): Note: **Deleting Certificate Tiles in Early Childhood Education Birth-Grade 2 and Childhood Education Grades 1-6 only.** The program will still preserve the Certificate Titles in English Language Arts Grades 7-12 and Bilingual Education Extension.
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

Answer: Delete the Certificate Titles of two undergraduate teacher education programs in **Early Childhood Education Birth-Grade 2 and Childhood Education Grades 1-6**, which were discontinued at Lehman College.

2. Identify the certificate title(s) to which the program currently leads.

Answer: Initial Certification in 1) English Language Arts 7-12; 2) Early Childhood Education Birth-Grade 2; 3) Childhood Education, Grades 1-6; and 4) Bilingual Education Extension.

Part B: Program-Specific Change Items: Complete the items that correspond to the change or changes in the program being requested.

1. Changing a Program Title

Indicate the new program title.

Answer:

2. Discontinuing a Program

Indicate the date* the program will be discontinued.

Answer:

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

3. Adding a Major or Concentration

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

4. Deleting a Certificate Title

Indicate the date by which all students in that certificate title will have completed the program.

Answer: By May 30, 2017.

5. Adding a Certificate Title

Provide the documented need for this change along with admission requirements.

Answer:

6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day Evening Weekend Evening/Weekend Not Full-Time

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

Answer:

9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

Answer:

Task: Program Schedule

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

a) Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

b) If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes No If no, explain:

d) Only for master's degree programs, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

Answer:

Undergraduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:						Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
Term credit total:										
Term:						Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
Term credit total:										
Term:						Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
Term credit total:										
Term:						Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
Term credit total:										
Term:						Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
				<input type="checkbox"/>					<input type="checkbox"/>	
Term credit total:										

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
------------------------	-----------------	-------------------------------------	---------------	------------------------------

Cr: credits **LAS:** liberal arts & sciences
Maj: major requirement **New:** new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Graduate Program Schedule Table

<ul style="list-style-type: none"> ▪ Indicate academic calendar type: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter <input type="checkbox"/> Trimester <input type="checkbox"/> Other (describe): ▪ Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2. ▪ Use the table to show how a typical student may progress through the program; copy/expand the table as needed. 							
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Program Totals:	Credits:						
New: indicate if new course Prerequisite(s): list prerequisite(s) for the noted courses							

Task: Side by Side Comparison Chart

Complete this Task for the following changes:

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

a) Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.

Side by Side Comparison Chart

Courses in Existing Program			Courses in the Newly Modified Program		
Course Number	Course Title	Course Credits	Course Number	Course Title	Course Credits

Task: Faculty Table

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

Full-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. <i>Journal of Special Needs</i> , 3 (6), 226-241.	<i>Example:</i> EDU 301: Teaching Students with Disabilities	<i>Example:</i> 60%

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate Teaching Students with Special Needs. <i>Journal of Special Needs</i> , vol. 3, no. 6, 226-241, 2011.	<i>Example:</i> EDU 301: Teaching Students with Disabilities

Faculty to be Hired Table

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task: Catalog Course Descriptions & Course Syllabi

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. **To attach, follow the instructions on the Task upload page.**

b) If new courses are being added as part of the indicated change(s), attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. **Specific requirements pertaining to course syllabi:**

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
 - course description
 - course objectives
 - pre- and co-requisites
 - credits allocated
 - topics addressed
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination
 - texts and other resources
 - other course policies related to integrity of credit
 - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

To attach, follow instructions on the Task upload page.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Task: Pedagogical Core Coursework**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner's Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task: Field Experience and Student Teaching for Teacher Preparation Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) If a teacher education program, does the change impact field experience or student teaching requirements?
Please indicate:

No or Yes, Continue with responses below.

b) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

c) List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

d) List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

Task: Field Experiences for Educational Leadership Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) **List courses that include leadership experiences (field work)*:** Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) **List the culminating leadership experience (internship) courses*:**

Course Number	Course Title	Instructor	No. of Full School Days

*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

College Option Modification

The eleven majors listed below currently do not have an identified LEH 35x course that cannot be taken as fulfillment of the College Option requirement. The following courses are proposed for each major:

Major	No Gen Ed credit for
Art History	LEH 353
Earth Science	LEH 351
Economics and Mathematics	LEH 351
Environmental Science	LEH 351
Film and TV Studies	LEH 353
Linguistics	LEH 351
Media Communication Studies	LEH 353
Multimedia Performing Arts	LEH 353
Theatre	LEH 353
Therapeutic Recreation	LEH 351

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

ITALIAN AMERICAN STUDIES PROGRAM

CURRICULUM CHANGE

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

2. **Description:**

Name of Program and Degree Award: Italian American Studies (Teacher Education)

Hegis Number: 0399.00

Program Codes: 25931/60342

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

Major was created solely to support the Early Childhood Certification Sequences. As those sequences have been eliminated the majors (regular and MHC) are no longer needed.

4. **Date of departmental approval:** February 14, 2017

Application to Change a Currently Registered Program¹ Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
 - Requests for changes to registered general education or Pupil Personnel Services programs
 - Requests for changes to programs preparing Licensed [Professionals](#); or
 - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - This application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



Application to Change a Currently Registered Program² Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEdapps@mail.nysed.gov

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

² CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response (type in the requested information)
Institution name and address	Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Italian American Studies <u>Award</u> (e.g., B.A., M.S.): BA Credits: 120 HEGIS code: 0399.00 <u>Program code</u> : 25931 and 60342 (Macaulay Honors) List the teacher or educational leader certificate titles the program leads to: Early Childhood Education, Birth-Grade 2; Childhood Education, Grades 1-6; and Bilingual Education Extension
Contact person for this proposal	Name and title: Gaoyin Qian Telephone: 718-960-8307 mail: gaoyin.qian@lehman.cuny.edu Fax: _____ E- _____
CEO (or designee) approval <i>Signature affirms the institution's commitment to support the program as revised.</i>	Name and title: Signature and date: If the program will be registered jointly ³ with another institution, provide the following information: Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm (page not found).

Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

Answer: The program has been replaced by the Minor to Master Early Childhood programs in order to meet NYS certification requirements.

2. Identify the certificate title(s) to which the program currently leads.

Answer:

Part B: Program-Specific Change Items: Complete the items that correspond to the change or changes in the program being requested.

1. Changing a Program Title

Indicate the new program title.

Answer:

2. Discontinuing a Program

Indicate the date* the program will be discontinued.

Answer: January 2017

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

3. Adding a Major or Concentration

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

4. Deleting a Certificate Title

Indicate the date by which all students in that certificate title will have completed the program.

Answer:

5. Adding a Certificate Title

Provide the documented need for this change along with admission requirements.

Answer:

6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day Evening Weekend Evening/Weekend Not Full-Time

And
Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

Answer:

9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

Answer:

Task: Program Schedule

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

a) Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

b) If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes No If no, explain:

d) Only for master's degree programs, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

Answer:

Undergraduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
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Cr: credits LAS: [liberal arts & sciences](#)
 Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Graduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

Program Totals:	Credits:	
------------------------	-----------------	--

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Task: Side by Side Comparison Chart

Complete this Task for the following changes:

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

a) Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.

Side by Side Comparison Chart

Courses in Existing Program			Courses in the Newly Modified Program		
Course Number	Course Title	Course Credits	Course Number	Course Title	Course Credits

Task: Faculty Table

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

Full-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
<i>Example:</i> <i>Jonathan Smith, Assistant Professor</i> <i>Program Director</i>	<i>Example:</i> <i>Ph.D. in Curriculum and Instruction, Syracuse University</i> <i>M.A. in Special Education, College of Saint Rose</i> <i>B.A. in English, University at Albany</i>	<i>Example:</i> <i>Special Education N-12 certificate</i> <i>Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.</i>	<i>Example:</i> <i>EDU 301: Teaching Students with Disabilities</i>	<i>Example:</i> <i>60%</i>

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example:</i> <i>Jonathan Smith, Assistant Professor</i> <i>Program Director</i>	<i>Example:</i> <i>Ph.D. in Curriculum and Instruction, Syracuse University</i> <i>M.A. in Special Education, College of Saint Rose</i> <i>B.A. in English, University at Albany</i>	<i>Example:</i> <i>Special Education N-12 certificate</i> <i>Teaching Students with Special Needs. Journal of Special Needs, vol. 3, no. 6, 226-241, 2011.</i>	<i>Example:</i> <i>EDU 301: Teaching Students with Disabilities</i>

Faculty to be Hired Table

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task: Catalog Course Descriptions & Course Syllabi

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. To attach, follow the instructions on the Task upload page.

b) If new courses are being added as part of the indicated change(s), attach syllabi for each new course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to course syllabi:

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
 - course description
 - course objectives
 - pre- and co-requisites
 - credits allocated
 - topics addressed
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination
 - texts and other resources
 - other course policies related to integrity of credit
 - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

To attach, follow instructions on the Task upload page.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Task: Pedagogical Core Coursework**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "How to Complete the Pedagogical Core Course Table" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task: Field Experience and Student Teaching for Teacher Preparation Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) If a teacher education program, does the change impact field experience or student teaching requirements?
Please indicate:

No or Yes, Continue with responses below.

b) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

c) List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

d) List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

Task: Field Experiences for Educational Leadership Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses*:

Course Number	Course Title	Instructor	No. of Full School Days

*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

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

DEPARTMENT OF LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of major
2. **Description:**
Name of Program and Degree Award: Latin American Studies (Teacher Education)
Hegis Number: 0308.00
Program Codes: 25932/60343
3. **Rationale (Explain why this course/program is no longer needed in the Department):**
Major was created solely to support the Early Childhood Certification Sequences. As those sequences have been eliminated the majors (regular and MHC) are no longer needed.
4. **Date of departmental approval:** March 7, 2017

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

DEPARTMENT OF LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

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

2. **Description:**
Name of Program and Degree Award: Puerto Rican Studies (Teacher Education)
Hegis Number: 0308.00
Program Codes: 25933/60346

3. **Rationale (Explain why this course/program is no longer needed in the Department):**
Major was created solely to support the Early Childhood Certification Sequences. As those sequences have been eliminated the majors (regular and MHC) are no longer needed.

4. **Date of departmental approval:** March 7, 2017

Application to Change a Currently Registered Program¹ Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
 - Requests for changes to registered general education or Pupil Personnel Services programs
 - Requests for changes to programs preparing Licensed [Professionals](#); or
 - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - This application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



Application to Change a Currently Registered Program² Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEdapps@mail.nysed.gov

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

² CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response (type in the requested information)
Institution name and address	Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Latin American and Caribbean Studies <u>Award</u> (e.g., B.A., M.S.): BA Credits: 120 HEGIS code: 0308.00 <u>Program code</u> : 25932 and 60343 (Macaulay Honors) List the teacher or educational leader certificate titles the program leads to: Early Childhood Education, Birth-Grade 2; Childhood Education, Grades 1-6; and Bilingual Education Extension
Contact person for this proposal	Name and title: Gaoyin Qian Telephone: 718-960-8307 Fax: E- mail: gaoyin.qian@lehman.cuny.edu
CEO (or designee) approval	Name and title: Harriet Fayne Signature and date: If the program will be registered jointly ³ with another institution, provide the following information: Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm (page not found).

Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

Answer: The program has been replaced by the Minor to Master Early Childhood programs in order to meet NYS certification requirements.

2. Identify the certificate title(s) to which the program currently leads.

Answer:

Part B: Program-Specific Change Items: Complete the items that correspond to the change or changes in the program being requested.

1. Changing a Program Title

Indicate the new program title.

Answer:

2. Discontinuing a Program

Indicate the date* the program will be discontinued.

Answer: January 2017

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

3. Adding a Major or Concentration

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

4. Deleting a Certificate Title

Indicate the date by which all students in that certificate title will have completed the program.

Answer:

5. Adding a Certificate Title

Provide the documented need for this change along with admission requirements.

Answer:

6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day Evening Weekend Evening/Weekend Not Full-Time

And
Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

Answer:

9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

Answer:

Task: Program Schedule

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

a) Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

b) If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes No If no, explain:

d) Only for master's degree programs, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

Answer:

Undergraduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
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Cr: credits LAS: [liberal arts & sciences](#)
 Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Graduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

Program Totals:	Credits:	
------------------------	-----------------	--

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Task: Side by Side Comparison Chart

Complete this Task for the following changes:

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

a) Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.

Task: Faculty Table

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

Full-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
<i>Example: Jonathan Smith, Assistant Professor Program Director</i>	<i>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</i>	<i>Example: Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.</i>	<i>Example: EDU 301: Teaching Students with Disabilities</i>	<i>Example: 60%</i>

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate Teaching Students with Special Needs. <i>Journal of Special Needs</i> , vol. 3, no. 6, 226-241, 2011.	<i>Example:</i> EDU 301: Teaching Students with Disabilities

Faculty to be Hired Table

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task: Catalog Course Descriptions & Course Syllabi**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. **To attach, follow the instructions on the Task upload page.**

b) If new courses are being added as part of the indicated change(s), attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to **course syllabi**:

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
 - course description
 - course objectives
 - pre- and co-requisites
 - credits allocated
 - topics addressed
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination
 - texts and other resources
 - other course policies related to integrity of credit
 - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

To attach, follow instructions on the Task upload page.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Task: Pedagogical Core Coursework**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner's Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task: Field Experience and Student Teaching for Teacher Preparation Programs
Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) If a teacher education program, does the change impact field experience or student teaching requirements?
Please indicate:

No or Yes, Continue with responses below.

b) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

c) List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

d) List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

Task: Field Experiences for Educational Leadership Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses*:

Course Number	Course Title	Instructor	No. of Full School Days

*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

Application to Change a Currently Registered Program¹ Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
 - Requests for changes to registered general education or Pupil Personnel Services programs
 - Requests for changes to programs preparing Licensed [Professionals](#); or
 - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - This application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



Application to Change a Currently Registered Program² Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEdapps@mail.nysed.gov

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

² CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response (type in the requested information)
Institution name and address	Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Puerto Rican Studies <u>Award</u> (e.g., B.A., M.S.): BA Credits: 120 HEGIS code: 0308.00 <u>Program code</u> : 25933 and 60346 (Macaulay Honors) List the teacher or educational leader certificate titles the program leads to: Early Childhood Education, Birth-Grade 2; Childhood Education, Grades 1-6; and Bilingual Education Extension
Contact person for this proposal	Name and title: Gaoyin Qian Telephone: 718-960-8307 mail: gaoyin.qian@lehman.cuny.edu Fax: _____ E- _____
CEO (or designee) approval <i>Signature affirms the institution's commitment to support the program as revised.</i>	Name and title: Harriet Fayne Signature and date: If the program will be registered jointly³ with another institution, provide the following information: Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm (page not found).

Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

Answer: The program has been replaced by the Minor to Master Early Childhood programs in order to meet NYS certification requirements.

2. Identify the certificate title(s) to which the program currently leads.

Answer:

Part B: Program-Specific Change Items: Complete the items that correspond to the change or changes in the program being requested.

1. Changing a Program Title

Indicate the new program title.

Answer:

2. Discontinuing a Program

Indicate the date* the program will be discontinued.

Answer: January 2017

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

3. Adding a Major or Concentration

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

4. Deleting a Certificate Title

Indicate the date by which all students in that certificate title will have completed the program.

Answer:

5. Adding a Certificate Title

Provide the documented need for this change along with admission requirements.

Answer:

6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day Evening Weekend Evening/Weekend Not Full-Time

And
Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

Answer:

9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

Answer:

Task: Program Schedule

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

a) Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

b) If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes No If no, explain:

d) Only for master's degree programs, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

Answer:

Undergraduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
Term credit total:					

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
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Cr: credits LAS: [liberal arts & sciences](#)
 Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Graduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

Program Totals:	Credits:	
------------------------	-----------------	--

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Task: Side by Side Comparison Chart

Complete this Task for the following changes:

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

a) Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.

Task: Faculty Table

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example: Jonathan Smith, Assistant Professor Program Director</i>	<i>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</i>	<i>Example: Special Education N-12 certificate Teaching Students with Special Needs. Journal of Special Needs, vol. 3, no. 6, 226-241, 2011.</i>	<i>Example: EDU 301: Teaching Students with Disabilities</i>

Faculty to be Hired Table

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task: Catalog Course Descriptions & Course Syllabi**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. **To attach, follow the instructions on the Task upload page.**

b) If new courses are being added as part of the indicated change(s), attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to **course syllabi**:

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
 - course description
 - course objectives
 - pre- and co-requisites
 - credits allocated
 - topics addressed
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination
 - texts and other resources
 - other course policies related to integrity of credit
 - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

To attach, follow instructions on the Task upload page.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Task: Pedagogical Core Coursework**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner's Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task: Field Experience and Student Teaching for Teacher Preparation Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) If a teacher education program, does the change impact field experience or student teaching requirements?
Please indicate:

No or Yes, Continue with responses below.

b) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

c) List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

d) List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

Task: Field Experiences for Educational Leadership Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses*:

Course Number	Course Title	Instructor	No. of Full School Days

*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics, BA

Hegis Number: 1701.00

Program Code: 34030

Effective Term: Fall, 2017

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

1. **From:**

43-47-Credit Major in Mathematics, B.A.

There are twelve required courses:

Credits

12 MAT 175, MAT 176, and MAT 226

8 MAT 313 and MAT 314

4 MAT 320

3 CMP 167

4 MAT 330 or MAT 323 or MAT 424

12-16 Four additional courses chosen from among 200-level or higher MAT courses, not counting *MAT 231, 300, 301, and 348. CMP 267 and CMP 332 may be chosen.

Note. Mathematics majors pursuing NYS teaching certification should consult with their education program adviser before choosing the required elective courses.

2. **To:**

43-47-Credit Major in Mathematics, B.A.

There are twelve required courses:

Credits

- 12 MAT 175, MAT 176, and MAT 226
- 8 MAT 313 and MAT 314
- 4 MAT 320
- 3 CMP 167
- 4 MAT 330 or MAT 323 or MAT 424
- 12-16 Four additional courses chosen from among 200-level or higher MAT courses, not counting *MAT 231, 300, 301, 348, and 328. CMP 267 and CMP 332 may be chosen.

Note. Mathematics majors pursuing NYS teaching certification should consult with their education program adviser before choosing the required elective courses.

4. Rationale:

Like MAT 231, 300, 301, and 348, MAT 328 is an upper-level Mathematics course designed for students majoring/minoring in fields other than Mathematics. It is intended for students interested in Data Science. It should not be counted towards the Mathematics, B.A. degree.

5. Date of departmental approval: February 21, 2017

**LEHMAN COLLEGE
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DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics and Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 128
Course Title	Foundations of Data Science
Description	Statistical and computational tools for analyzing data. Acquiring data from multiple sources, techniques for efficiently traversing, storing, and manipulating data. Emphasis on statistical analysis and visualization of real data.
Pre/ Co Requisites	Score of 65 or higher on College Math section of Accuplacer exam or department permission
Credits	3
Hours	4 (2 lecture; 2 laboratory)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	<input checked="" type="checkbox"/> Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

3. **Rationale:**

The intended audience is students in data-intensive majors who want to strengthen their technical skills for coursework in their majors or for their future careers, by providing the statistical and programming framework to complete these tasks. This complements current statistical and programming offerings at the college. The current statistics courses focus on descriptive statistics (e.g. MAT 132) or are focused on a specific domain area (e.g. BIO 240). The current college programming sequence (CMP 167-CMP 326-CMP 338) prepares students to become computer science majors and does not have time to address topics non-core topics such as statistical analysis and visualization of large data sets.

The proposed course focuses on non-computer science majors with the goal of analyzing data from other fields of study and to draw accurate conclusions. The course will emphasize communicating the analyses that include well-written descriptions and visualizations. The statistical methods will include sample space, probability distributions, sampling from distributions, simple statistical models, correlation and causation, hypothesis testing, applications of the Central Limit Theorem, and A/B-testing. To use real data sets necessitates the teaching sufficient skills to acquire data from on-line sources ('scrape the web'), store the data efficiently, make inferences about the data, and visualize the results. Emphasis will be placed on manipulating data as vectors and inferential statistical techniques. The course will be primarily in the popular Python programming language but will include brief introductions to the statistical language R and Markdown, a webpage design language used by the popular github tool (a tool that provides version control for program, much the way Google Docs does for documents).

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

At the end of the course, students will be able to:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

- a. Graphs and tables will be used extensively to support inference.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
 - a. The emphasis is on inferring patterns and deducing properties using standard statistical techniques.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
 - a. The course focuses on translating quantitative problems about large data sets into suitable mathematical format that can be used to draw accurate conclusions (see #2).
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
 - a. In addition to written and oral communication, the course will also incorporate presenting information visually.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
 - a. Dealing with uncertainty creates natural informed estimation. The student will be encouraged to know when they are in the right ballpark.
6. Apply mathematical methods to problems in other fields of study.
 - a. The underlying goal of this course is to give students the analytic reasoning skills and statistical tools to analyze data from other fields of study.

5. **Date of Departmental Approval:** February 21, 2017

**LEHMAN COLLEGE
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DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Mathematics and Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 345
Course Title	Axiomatic Geometry
Description	Geometric theory from an axiomatic viewpoint motivated by Euclidean geometries and additional non-Euclidean examples. Emphasis on the relationship between proof and intuition.
Pre/ Co Requisites	MAT 314
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Mathematics and Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 345
Course Title	Axiomatic Geometry
Description	Geometric theory from an axiomatic viewpoint motivated by Euclidean geometries and additional non-Euclidean examples. Emphasis on the relationship between proof and intuition.
Pre/ Co Requisites	<u>MAT 313</u>
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The proof writing techniques and strategies studied in MAT 313 will better prepare students for the material seen in and methods used to solve problems in MAT 345 than MAT 314 does.

5. Date of departmental approval: February 21, 2017

**LEHMAN COLLEGE
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DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics and Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 422
Course Title	Theory of Functions of a Real Variable
Description	Real number system, measurable sets and functions, the Lebesgue integral, applications.
Pre/ Co Requisites	MAT 320
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The topics covered in this course are foundational to the study of advanced mathematics. They have been routinely used in the department's advanced topics course MAT 456 every other year for the past several years. Each time they have been used, the topics class MAT 456 has been well populated and well received by students. Therefore, the department would like the class to have an official course number and title. We plan to run the course once every third semester.

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

- Demonstrate understanding of important definitions and theorems from advanced calculus, measure, and integration theory.
- Perform computations involving limits, continuity, measure and integration.
- Analyze continuous, measurable, and integrable real-valued functions.
- Apply theorems to prove statements about limits, continuity, measure and integration.

5. **Date of Departmental Approval:** February 21, 2017

**LEHMAN COLLEGE
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DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics and Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics and Computer Science
Course Prefix & Number	MAT 328
Course Title	Techniques in Data Science
Description	Analyzing data sets to extract new insights. Acquisition, data mining, storage, and visualization of real world data using scripting and statistical programming languages. Application of standard statistical tools including hypothesis testing, Bayesian analysis, bootstrapping and regression. Classifying and clustering multidimensional data sets via dimensionality reduction and machine learning techniques.
Pre/ Co Requisites	MAT 128 or permission of the department
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	<input checked="" type="checkbox"/> Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

3. **Rationale:**

The course was offered as a special topics course in Spring 2016 and in Spring 2017 (via the CMP 464/MAT 456 topics course). This interdisciplinary course incorporates mathematical, statistical, and computing techniques for the emerging field of data science. Given the strong demand for technical skills to analyze large data sets, whether in upper division courses across the college, or in the health sciences and financial sectors that dominate the Bronx and New York City's economy, the course will serve students well.

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

At the end of the course, students should be able to:

1. Acquire data sets from multiple sources and write programs that can extract (scrape) the data into a usable form.
2. Use data mining to extract new insights about the data.
3. Understand basic storage techniques and constraints.
4. Analyze data using standard techniques from statistics and linear algebra.
5. Visualize data using standard packages.

5. **Date of Departmental Approval:** February 21, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

Name of Program and Degree Award: Music, Bachelor of Science

Hegis Number: 1004.00

Program Code: 34020

Effective Term: Fall 2017

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

2. **From:**
Music, B.S. (64 Credit Major)

The Department of Music offers a 64-credit major in Music leading to the B. S. degree. Entrance into this program is by examination.

The required courses and credits are distributed as follows:

Credits (64)

Foundation (3):

		Credits
MSH 200	Introduction to Music History and Culture	3

Music Theory (18):

		Credits
MST 236	Theory I	3
MST 237	Theory II	3
MST 238	Theory III	3
MST 239	Theory IV	3
MST 315	Orchestration I	3
MST 317	Form and Analysis I	3

Musicianship (4):

		Credits
MST 266	Musicianship I	1

MST 267	Musicianship II	1
MST 268	Musicianship III	1
MST 269	Musicianship IV	1

12 Music History (12):

		Credits
MSH 331	Music of the Middle Ages and Renaissance	3
MSH 332	Music of the Baroque and Classical Eras	3
MSH 333	Music of the Romantic and Early Modernist Eras	3
MSH 334	Music Since 1945	3

Private Lessons (6):

		Credits
MSP 210	Instruction in Principal Instrument or Voice Private Instruction	4

Ensemble (6):

		Credits
MSP 100	Chorus	1 (can be repeated to a maximum 8 credits)
MSP 201	The College Choir	1
MSP 202	The Chamber Choir	1 (maximum 8 credits)
MSP 203	Concert Band	1
MSP 204	Orchestra	1
MSP 205	Ensemble for Voices and/or Instruments	1
MSP 206	Latin Band	1 credit (maximum of 8 credits).
MSP 207	Jazz Band	1 credit (maximum of

8 credits).

Electives to be taken from the following courses (12):

		Credits
MSH 269	Jazz: Literature and Evolution	3
MSH 270	Jazz: Literature and Evolution since 1950	3
MSH 350	Topics in Ethnomusicology	3
MST 245	Introduction to Music Therapy	3
MST 246	Music and the Brain	3
MST 316	Orchestration II	3
MST 318	Form and Analysis II	3
MST 319	Composition I	3
MST 320	Composition II	3
MST 321	Electronic Music I	3
MST 322	Electronic Music II	3
MSP 445	Conducting	3
MSP 446	Conducting	3

Other electives by permission of the Department.

Senior Project (3):

		Credits
MST 496	Senior Project	3

Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.

Placement in Courses

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter MST 236 (Theory 1) and MST 266 (Musicianship 1) by taking a placement examination. Successful completion of MST 100 will be accepted in lieu of the placement examination.

Piano Requirement

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 316). Students are expected to complete this requirement before their fifth semester.

Departmental Ensembles

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester.

~~MSH 114 and MSH 115 may not be taken for credit by students majoring in Music.~~

3. To:**Music, B.S. (64 Credit Major)**

The Department of Music offers a 64-credit major in Music leading to the B. S. degree. Entrance into this program is by examination.

The required courses and credits are distributed as follows:**Credits (64)****Foundation (3):**

	Credits
MSH 200 Introduction to Music History and Culture	3

Music Theory (18):

	Credits
MST 236 Theory I	3
MST 237 Theory II	3
MST 238 Theory III	3
MST 239 Theory IV	3
MST 315 Orchestration I	3
MST 317 Form and Analysis I	3

Musicianship (4):

	Credits
MST 266 Musicianship I	1
MST 267 Musicianship II	1
MST 268 Musicianship III	1

MST 269	Musicianship IV	1
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12 Music History (12):

		Credits
MSH 331	Music of the Middle Ages and Renaissance	3
MSH 332	Music of the Baroque and Classical Eras	3
MSH 333	Music of the Romantic and Early Modernist Eras	3
MSH 334	Music Since 1945	3

Performance Instruction (6):

Six credits of private or group instruction on an instrument or voice to be selected from the following courses.

		Credits
<u>MSP 166</u>	<u>Strings I</u>	<u>1</u>
<u>MSP 167</u>	<u>Strings II</u>	<u>1</u>
<u>MSP 168</u>	<u>Woodwinds I</u>	<u>1</u>
<u>MSP 169</u>	<u>Woodwinds II</u>	<u>1</u>
<u>MSP 170</u>	<u>Brass I</u>	<u>1</u>
<u>MSP 171</u>	<u>Brass II</u>	<u>1</u>
<u>MSP 172</u>	<u>Percussion</u>	<u>1</u>
<u>MSP 185</u>	<u>Elementary Guitar Playing</u>	<u>1</u>
<u>MSP 190</u>	<u>Group Piano 1</u>	<u>1</u>
<u>MSP 191</u>	<u>Group Piano 2</u>	<u>1</u>
<u>MPS 192</u>	<u>Group Piano 3</u>	<u>1</u>
MSP 210	Instruction in Principal Instrument or Voice Private Instruction	1
<u>MSP 226</u>	<u>Voice and Diction 1</u>	<u>1</u>
<u>MSP 227</u>	<u>Voice and Diction 2</u>	<u>1</u>

Ensemble (6):

		Credits
MSP 100	Chorus	1 (maximum 8 credits)
MSP 201	The College Choir	<u>1 (maximum 8 credits)</u>
MSP 202	The Chamber Choir	1 (maximum 8

		credits)
MSP 203	Concert Band	1 credit (<u>maximum of 8 credits</u>)
MSP 204	Orchestra	1 credit (<u>maximum of 8 credits</u>)
MSP 205	Ensemble for Voices and/or Instruments	1 credit (<u>maximum of 8 credits</u>)
MSP 206	Latin Band	1 credit (maximum of 8 credits).
MSP 207	Jazz Band	1 credit (maximum of 8 credits).
<u>MSP 208</u>	<u>Percussion Ensemble</u>	<u>1 credit (maximum of 8 credits).</u>

Electives to be taken from the following courses (12):

		Credits
MSH 350	Topics in Ethnomusicology	3
<u>MSH 369</u>	<u>History of Jazz</u>	<u>3</u>
<u>MSH 370</u>	<u>American Popular Music</u>	<u>3</u>
<u>MST 221</u>	<u>Fundamentals of Film Music</u>	<u>3</u>
MST 245	Introduction to Music Therapy	3
MST 246	Music and the Brain	3
MST 316	Orchestration II	3
MST 318	Form and Analysis II	3
MST 319	Composition I	3
MST 320	Composition II	3
<u>MST 321</u>	<u>Creating Music with Computers</u>	<u>3</u>

<u>MST 322</u>	<u>Recording Techniques and Studio Production</u>	<u>3</u>
<u>MST 323</u>	<u>Scoring for Media</u>	<u>3</u>
<u>MST 370</u>	<u>Music Internship</u>	<u>3</u>
<u>MST 371</u>	<u>Practicum in Music Therapy</u>	<u>1 (maximum 3 credits)</u>
<u>MSP 230</u>	<u>Piano for Music Teachers</u>	<u>2</u>
MSP 445	Conducting	3
MSP 446	Conducting	3
	<u>Up to 3 credits of group instruction on an instrument or voice may be applied to Elective credit. Eligible courses: MSP 166, 167, 168, 169, 170, 171, 172, 185, 190, 191, 192, 226, and 227.</u>	1 credit (maximum 3 credits)

Other electives by permission of the Department.

Senior Project (3):

		Credits
MST 496	Senior Project	3

Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.

Placement in Courses

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter MST 236 (Theory 1) and MST 266 (Musicianship 1) by taking a placement examination. Successful completion of MST 100 will be accepted in lieu of the placement examination.

Piano Requirement

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 316). Students are expected to complete this requirement before their fifth semester.

Departmental Ensembles

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester.

MSH 114 and MSH 115 are general education courses that do not count toward the major in Music.

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

The change in performance requirements is in response to students' varying abilities on entering the program. Many students, particularly those only beginning formal training, would benefit from group instead of private instruction. This change gives beginner students credit toward the degree. Moreover, students intending to teach music would benefit from greater breadth of exposure to instruments or vocal study and group instruction is the appropriate way to teach these beginners. This change gives those students credit towards to the degree for their work in performance studies as an elective, while still maintaining their principal instrument or voice studies. Students in the Music minor will also be able to apply credits in group instruction toward their degree. Finally, the program has always had a piano proficiency requirement, but lacked formal credit toward the degree for students who enrolled in group piano to meet the requirement. This change gives those students elective credit for their work in group piano as it does students wishing to study other instruments or voice as a secondary performance option.

The list of ensemble courses includes the new course in Percussion Ensemble. The list of electives has been updated to reflect new and revised courses that were previously approved as well as some updated course titles submitted in this package. The language about MSH 114 and 115 and the major was unclear.

5. Date of departmental approval: March 1, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2.

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music History
Course Prefix & Number	MSH 369
Course Title	History of Jazz
Description	A survey of the history of Jazz and Latin music from its beginnings to the present.
Pre/ Co Requisites	Prerequisite: MSH 200
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course replaces MSH 269: Jazz: Literature and Evolution and provides a greater

focus on the history of Jazz. The prerequisite has been set to be consistent with other history electives in the program. The course number reflects the level of achievement and is in alignment with other history courses and electives in the program.

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

- identify and become familiar with the major artists, composers, and recordings of Jazz and its related styles including Swing, Bebop, Free Jazz, Latin Jazz and others
- assess and critically evaluate changing attitudes about Jazz in American social and geopolitical history, especially as issues of race, gender, and class pertain to the production, reproduction and consumption of music
- develop critical listening skills appropriate for Jazz of all types
- understand the variety of performance practices related to Jazz
- develop an accurate and precise citation style following the guidelines set out by the Chicago Manual of Style
- develop a vocabulary for writing and speaking meaningfully about Jazz of all types
- locate and critically evaluate writings about Jazz

5. **Date of Departmental Approval:** March 1, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2.

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music History
Course Prefix & Number	MSH 370
Course Title	American Popular Music
Description	A study of the major styles of American popular music of the 20th and 21st centuries, including, but not limited to, Blues, Gospel, Soul, Rock, R&B, Hip Hop, and Musical Theater.
Pre/ Co Requisites	Prerequisite: MSH 200
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course focuses on popular American genres, previously only mentioned in other music courses. The prerequisite and course number are consistent with other history courses and electives in the program.

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

- identify and become familiar with the major styles and genres of American Popular Music of the 20th and 21st centuries
- assess and critically evaluate changing attitudes about popular music in American social and geopolitical history, especially as issues of race, gender, and class pertain to the production, reproduction, and consumption of popular music
- develop critical listening skills appropriate for a variety of popular music genres
- understand and critically assess the performance practice conventions of American popular music
- develop an accurate and precise citation style following the guidelines set out by the Chicago Manual of Style
- develop a vocabulary for writing and speaking meaningfully about popular music
- locate and critically evaluate scholarly writing about popular music

5. **Date of Departmental Approval:** March 1, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2.

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music History
Course Prefix & Number	MSH 280
Course Title	Entrepreneurship in the Entertainment Industry
Description	Examination of current issues and practices in the music and entertainment industries. Topics will include copyright, intellectual property rights, business, and marketing practices.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The course will address the needs of students in the increasingly entrepreneurial entertainment industry. Several well-attended workshops over the past two years, attended by students across the campus, suggest that there is a need for such a course that addresses the business and industry-specific concerns. An experimental course in Spring 2017 was well-enrolled and suggests that there is both wider campus interest for the course that also fills a known need within the music program. The content and skills that this course develops are crucial for graduates hoping to succeed in an increasingly entrepreneurial music, theatre, and performing arts world.

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

- Understand the organizational structure of the Music, Film, Media, and Theater industries along with the various incentives and pressures that affect them
- Understand the roles of various participants in the entertainment economy and their contributions to the entertainment business
- Identify the ways in which copyright legislation, both domestic and internationally, affects the entertainment business and the livelihood of creators
- Understand how social media and internet marketing are used by freelancers and small businesses; be able to apply that knowledge to specific industry-specific scenarios
- Understand the essentials of tax law and principles of small business in order to develop well-reasoned business plans
- Develop collaborative skills
- Identify opportunities for personal and business growth within the arts and entertainment industry

5. Date of Departmental Approval: March 1, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisite

2. **From:**

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 315
Course Title	Orchestration I
Description	Score reading; the instruments of the orchestra and the band and practice in scoring for various groups
Pre/ Co Requisites	MST-239 or Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 315
Course Title	Orchestration I
Description	Score reading; the instruments of the orchestra and the band and practice in scoring for various groups
Pre/ Co Requisites	<u>MST 237</u> or Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change reflects recent practice to admit students to the course with the new prerequisite. MST 239 is not required to understand the work of the course and MST 237 better reflects the demands of the course. Moreover, the new prerequisite helps students progress through the degree in a more timely way, since the current curriculum required 6 semesters of sequential work in music theory. By changing the prerequisite, students are now only required to complete 4 sequential semesters in music theory while other music theory courses may be completed simultaneously with the core sequence.

5. Date of departmental approval: March 1, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisite

2. **From:**

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 317
Course Title	Form and Analysis I
Description	Concepts and techniques of musical analysis including melodic, harmonic, rhythmic, and textural analysis. Binary, ternary, sonata-allegro, variation and fugal forms will be studied, as well as forms used in popular and some non-Western music. Historical and theoretical approaches to musical analysis including Ramellian, Shenkerian and set-theoretic analysis will be introduced.
Pre/ Co Requisites	MST 239 or Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 317
Course Title	Form and Analysis I
Description	Concepts and techniques of musical analysis including melodic, harmonic, rhythmic, and textural analysis. Binary, ternary, sonata-allegro, variation and fugal forms will be studied, as well as forms used in popular and some non-Western music. Historical and theoretical approaches to musical analysis including Ramellian, <u>Schenkerian</u> and set-theoretic analysis will be introduced.
Pre/ Co Requisites	<u>MST 238</u> or Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change reflects recent practice to admit students to the course with the new prerequisite. Moreover, the new prerequisite helps students progress through the degree in a more timely way, since the current curriculum required 6 semesters of sequential work in music theory. By changing the prerequisite, students are able to complete the courses in advanced music theory simultaneously with the core sequence.

5. **Date of departmental approval:** March 1, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2.

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 208
Course Title	Percussion Ensemble
Description	The study and performance of ensemble music for percussion instruments, including contemporary classical and global repertoires.
Pre/ Co Requisites	The ability to read music and mastery of basic percussion techniques
Credits	1 (maximum 8 credits).
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The department has long offered a percussion ensemble as a section of MSP 205 Ensemble for Voices and / or Instruments. That course number is primarily intended for chamber ensembles and the course description is not appropriate for a percussion group. The creation of a new course number is therefore long overdue and gives recognition to the particular musical skills, repertoire, and performance types that percussion music affords.

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

- Develop individual performance skills on a variety of pitched and unpitched percussion instruments
- Develop group performance skills, including rehearsal techniques and ensemble leadership as appropriate for a variety of percussion ensemble types
- Demonstrate mastery of performance in public performances
- Understand and apply a variety of approaches to and uses of percussion in traditional repertoires from around the world as well as contemporary art music

5. **Date of Departmental Approval:** March 1, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2.

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Therapy
Course Prefix & Number	MST 371
Course Title	Practicum in Music Therapy
Description	Supervised placement in a clinical setting. Observation of a client or group of clients and with physical or mental disabilities and their improvement through the use of music therapy.
Pre/ Co Requisites	MST 245, MST 246, and departmental permission; students must have completed at least 60 credits before beginning the practicum
Credits	1 (May be repeated up to 3 credits)
Hours	2 hours field work, 1 hour seminar
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Music Department has offered courses in Music Therapy for several years; however, graduates of our program are at a distinct disadvantage when applying for certifying Graduate programs since those programs expect at least 3 semesters of practicum experience with different clinical situations and populations from their applicants. This new course will better position our students for graduate study success by offering them opportunities to observe and assist professionals in a variety of settings and gain important experience in applied research, ethics, as well as musicianship. Moreover, increasing practicum experience is a goal of CUNY and the State to which this course contributes. This course is repeatable in order to provide opportunities for students to observe and participate in different clinical and therapeutic environments with various populations.

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

Learning Outcomes are directed by the Professional Competencies of the American Music Therapy Association and as such include:

- Demonstrate understanding and rationale for clinical applications of music with the given population through observation and discussion with supervisor.
- Apply knowledge of existing music therapy methods, techniques, materials, and equipment with their appropriate applications.
- Demonstrate knowledge of Client Assessment, Treatment Planning, Therapy Implementation and Evaluation, Professional Role/Ethics and Interprofessional Collaboration.

5. Date of Departmental Approval: April 15, 2015

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **Description:**
Name of Program and Degree Award: Sociology (Teacher Education)
Hegis Number: 2208.00
Program Codes: 25934/60347

3. **Rationale (Explain why this course/program is no longer needed in the Department):**
Major was created solely to support the Early Childhood Certification Sequences. As those sequences have been eliminated the majors (regular and MHC) are no longer needed.

4. **Date of departmental approval:** March 8, 2017

Application to Change a Currently Registered Program¹ Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
 - Requests for changes to registered general education or Pupil Personnel Services programs
 - Requests for changes to programs preparing Licensed [Professionals](#); or
 - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - This application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



Application to Change a Currently Registered Program² Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEdapps@mail.nysed.gov

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

² CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response (type in the requested information)
Institution name and address	Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Sociology <u>Award</u> (e.g., B.A., M.S.): BA Credits: 120 HEGIS code: 2208.00 <u>Program code</u> : 25934 and 60347 (Macaulay Honors) List the teacher or educational leader certificate titles the program leads to: Early Childhood Education, Birth-Grade 2; Childhood Education, Grades 1-6; and Bilingual Education Extension
Contact person for this proposal	Name and title: Gaoyin Qian Telephone: 718-960-8307 mail: gaoyin.qian@lehman.cuny.edu Fax: E-
CEO (or designee) approval <i>Signature affirms the institution's commitment to support the program as revised.</i>	Name and title: Signature and date: If the program will be registered jointly³ with another institution, provide the following information: Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm (page not found).

Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

Answer: The program has been replaced by the Minor to Master Early Childhood programs in order to meet NYS certification requirements.

2. Identify the certificate title(s) to which the program currently leads.

Answer:

Part B: Program-Specific Change Items: Complete the items that correspond to the change or changes in the program being requested.

1. Changing a Program Title

Indicate the new program title.

Answer:

2. Discontinuing a Program

Indicate the date* the program will be discontinued.

Answer: January 2017

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

3. Adding a Major or Concentration

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

4. Deleting a Certificate Title

Indicate the date by which all students in that certificate title will have completed the program.

Answer:

5. Adding a Certificate Title

Provide the documented need for this change along with admission requirements.

Answer:

6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day Evening Weekend Evening/Weekend Not Full-Time

And
Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

Answer:

9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

Answer:

Task: Program Schedule

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

a) Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

b) If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes No If no, explain:

d) Only for master's degree programs, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

Answer:

Undergraduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
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Cr: credits LAS: [liberal arts & sciences](#)
 Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Graduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

Program Totals:	Credits:	
------------------------	-----------------	--

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Task: Side by Side Comparison Chart

Complete this Task for the following changes:

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

a) Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.

Task: Faculty Table

Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example: Jonathan Smith, Assistant Professor Program Director</i>	<i>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</i>	<i>Example: Special Education N-12 certificate Teaching Students with Special Needs. Journal of Special Needs, vol. 3, no. 6, 226-241, 2011.</i>	<i>Example: EDU 301: Teaching Students with Disabilities</i>

Faculty to be Hired Table

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task: Catalog Course Descriptions & Course Syllabi

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. To attach, follow the instructions on the Task upload page.

b) If new courses are being added as part of the indicated change(s), attach syllabi for each new course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to course syllabi:

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
 - course description
 - course objectives
 - pre- and co-requisites
 - credits allocated
 - topics addressed
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination
 - texts and other resources
 - other course policies related to integrity of credit
 - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

To attach, follow instructions on the Task upload page.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Task: Pedagogical Core Coursework**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "How to Complete the Pedagogical Core Course Table" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task: Field Experience and Student Teaching for Teacher Preparation Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) If a teacher education program, does the change impact field experience or student teaching requirements?
Please indicate:

No or Yes, Continue with responses below.

b) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

Task: Field Experiences for Educational Leadership Programs

Complete this Task for the following changes:

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses*:

Course Number	Course Title	Instructor	No. of Full School Days

*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.