

**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: MSED Program, Literacy Studies, Teaching Literacy Birth-6th Grade
Hegis Number: 0830.00
Program Code: 25809
Effective Term: Fall 2022

1. Type of Change: Change to program admissions requirements

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

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

Admission Requirements for Professional Certification in Teaching Literacy

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing ~~and scores from the Academic Literacy Skills Test.~~

Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

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

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

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

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

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

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

3. To:

Literacy Studies, M.S.Ed. Program

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

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

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

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

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

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

4. **Rationale:**

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

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

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

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

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

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy Studies, MSED; Teaching Literacy (5th-12 Grade)

Hegis Number: 0830.00

Program Code: 25806

Effective Term: Fall 2022

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

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

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

Admission Requirements for Professional Certification in Teaching Literacy

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing ~~and scores from the Academic Literacy Skills Test.~~

Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

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

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

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

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

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

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

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

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

Admission Requirements for Professional Certification in Teaching Literacy

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

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters. (This may be waived in some circumstances at the discretion of the program coordinator.)
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education. (May be waived for applicants who hold current certification and have a graduate degree masters.)

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

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

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

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

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

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

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

4. Rationale:

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

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

5. Date of departmental approval: October 6, 2021

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

CURRICULUM CHANGE

Name of Program and Degree Award: Dual Certification in Literacy Birth-Grade 6 and Special Education Grades 1-6, M.S.Ed. Program

Hegis Number: 0830.00

Program Code: 36464

Effective Term: Fall 2022

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

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

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

Admissions Requirements

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing ~~and scores from the Academic Literacy Skills Test.~~

Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate

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

Degree and Certification Requirements

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

Program of study

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

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

3. To:

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

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

Admissions Requirements

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Degree and Certification Requirements

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Program of study

		Credits
EDR 529	Language, Literacy, and Educational Technology	3
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EDS 719	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
EDS 720	Student Teaching Seminar	3
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4. Rationale:

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

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5. Date of departmental approval: October 6, 2021

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
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CURRICULUM CHANGE

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

2.

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	Special Education
Course Prefix & Number	EDS 780
Course Title	Adolescent Development
Description	An introductory, required course in the Dual Certification Masters Program in Adolescent Special Education and Social Studies Education. Theory and research on adolescent growth and development, cognition, personality, and psycho-social development.
Pre/ Co Requisites	Permission of Coordinator/Advisor
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
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

	_____ Individual and Society _____ Scientific World
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3. **Rationale:**

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

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

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

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

EDS 780: Adolescent Development - Syllabus**Instructor Information**

TBD

Meeting time/day: TBD

EDS 780 - Course Description (3 Cr., 3 hrs)

This introductory course focuses on theory and research on adolescent (grades 9-12) growth and development, cognition, personality, and psycho-social development.

Prerequisite: Permission of Advisor

Purpose:

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

Themes of the LUTE Conceptual Frame Included in this Course:

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

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

Course Learning Objectives

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

Course Materials**OER Resources:**

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

Extrafamilial Socialization: Peers, School, and Media

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

Selected Bibliography

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

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

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

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

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

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

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

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

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

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

Lehman College Resources

Computer Center Helpdesk – 718-960-1111

Student Disability Services – 718-960-8441

Instructional Support Services – 718-960-8175

Counseling Center Services – 718-960-8761

Accommodating Disabilities

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

Academic Integrity and Plagiarism Policy

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

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

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

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

Use of Technology and Blackboard Information

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

Attendance Policy (from student handbook)

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

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

Classroom Specific Policies

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

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

Course Requirements

Grading Policy

There will be one midterm and one final examination.

Students will write 2 short research papers, one case study and a group presentation.

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

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

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

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

Calendar – Sample Course Topics and Dates

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

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

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

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

Group discussion

Active and engaged listening

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

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

Instructional Methods Implemented in This Course:

Lecture and active class discussions

Constructivist projects

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

Guest speakers with expertise in the field

Emphasis on small group work and decision-making

Emphasis on formative instructor feedback

Independent inquiry

Literature review

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