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**Minutes of
The Lehman College Senate Meeting
Wednesday, February 7, 2024
Senate Meeting**

Senators Present: Aisemberg, G.; Ali, T.; Alyafai, E.; Amargo, Z. A.; Austin, L.; Banks, R.; Barnes, B. A.; Brown, K.; Burton-Pye, B.; Campeanu, S.; Cheng, S.; Dest, A.; Diarra, F.; Dozier, J. L.; Fera, J.; Finger, R.; Ford, G.; Gonzalez, R.; Guerrero-Berroa, E.; Harrison, E.; Hidalgo Rosa, N.; Hinton, C.; Holtzman, B.; Hurley, D.; Hydera, A.; Hyman, D.; Jabbi, K.; Jimenez, M.; Kamara, F.; Levy, T.; Loscocco, P.; Machado, E.; Manier, D.; Markens, S.; Moalem, L.; Mohorcich, J.; Neumayer, C.; Neundorff, H.; Nguyen, T.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Parmar, R.; Payan, J. J.; Quinones, J.; Reynoso, K.; Roldos, M. I.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Silva-Puras, J.; Sissoko, G.; Spence, N.; Stopler, M.; Toro, C.; Turcios Orellana, D.; Vargas, A.; Wang, H.-T.; Waring, E.; White, A.; Wills-Jackson, C.; Wright, C. T.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Alaka Yusuf, M.; Augustin, J.; Baraldi, C.; Bishop, S.; Bonner, T.; Brijmohan, S.; Brown, A. M.; Chen-Hayes, S.; Contreras, Maria G.; Davila, C. G.; Delgado, F.; Gerry, C.; Gumaneh, A.; Hargett, M. O.; Hernandez-Acevedo, B.; Huston, C.; MacKillop, J.; Marianetti, M.; McBride, T.; McClendon, L.; McKenna, C.; Mills, P.; Murphy, B.; Neira Sanchez, I. M.; Palmer, C.; Prince, P.; Qafleshi, D.; Sisselman-Borgia, A.; Smith, S.; Sofianos, E.; Stein Smith, S.; Vann, M.; Zahin, Z.

The College Senate Chair, Prof. Joseph Fera, presided over the College Senate in the absence of the president. The meeting was called to order at 3:56 p.m.

1. Action Items

a. Approval of the Minutes

There was a motion to move the December 6, 2023, minutes to the floor for discussion; the motion was seconded. There were no questions or comments. Prof. Fera moved to a vote. The minutes of the December 6, 2023, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented proposals for curriculum changes in the following Departments: Art; Computer Science; Exercise Sciences and Recreation; Finance,

40 Information Systems, and Economics; History/Latin American and Latino Studies;
41 Management and Business Innovation; Music, Multimedia, Theatre, and Dance; Social
42 Work; and Sociology. There were some questions for clarification, which were
43 addressed. Prof. Fera moved to a vote. All of the presented proposals were approved by
44 majority voice vote.

45
46 Informational items for the following departments were presented: Early Childhood and
47 Childhood Education and Middle and High School Education.

48
49 There was a question as to why the programs listed were being shown as informational
50 items, as opposed to degree changes that have not undergone the review of the
51 Governance Committee. It was explained that the programs were developed by the
52 Federal Government in partnership with New York State, the U.S. Department of
53 Education, and the U.S. Department of Labor, to address teacher shortages. However, to
54 have candidates receive the stipends for student teaching, the programs cannot be regular
55 education programs. They must have a special residency track. Prof. Fera suggested that
56 the body vote to approve the informational items as curriculum changes. There was a
57 motion from the floor to adopt the informational items as a formal recommendation of
58 which the body may vote on as curriculum changes. The motion was seconded. Sophia
59 Diamantis-Fry, the Academic Affairs Manager, commented that the programs already
60 received NYSED approval; she informed that, upon the approval of the two action items
61 by the College Senate body, she would add the programs in the Academic University
62 Report Detail. There were no additional questions or comments. Prof. Fera moved to a
63 vote. The motion was approved by majority voice vote.

64
65 See Attachment II

66
67 The next meeting was scheduled for Wednesday, March 6, 2024, at 1:00 p.m. Proceeding
68 this date, the committee is scheduled to meet on Wednesdays at 1:00 p.m. via Zoom on
69 the following dates: April 3, 2024, and May 1, 2024.

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c. Graduate Studies Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the M.A. Liberal Studies Program and in the following Departments: Early Childhood and Childhood Education; Health, Promotion, and Nutrition; Management and Business Innovation; Middle and High School Education; and Music, Multimedia, Theatre, and Dance. Professor Fera opened the floor for discussion. There were no questions or comments. Prof. Fera moved to a vote. All of the presented proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, March 6, 2024, at 11:00 a.m. via Zoom. Proceeding this date, the committee is scheduled to meet on Wednesdays at 11:00 a.m. via Zoom on the following dates: April 3, 2024, and May 1, 2024.

d. Governance Committee

Professor Joseph Fera informed of a faculty vacancy on the Governance Committee. He also announced the Governance Committee’s nominee: Prof. Hsien-Tseng “Elvin” Wang. Prof. Fera opened the floor to additional nominations. There were none. Prof. Fera moved to a vote. Prof. Elvin Wang was elected to serve on the Governance Committee by unanimous voice vote.

Prof. Fera briefed on the upcoming committee elections process for faculty positions on the Senate Standing Committees. He informed that he would provide detailed information at the next meeting of the College Senate.

See Attachment IV

100 The next meeting was scheduled for Wednesday, March 13, 2024, at 10:00 a.m. via
101 Zoom. Proceeding this date, the committee is scheduled to meet on Wednesday, April
102 3, 2024 at 11:00 a.m. via Zoom.

103

104 **2. Announcements and Communications**

105 **a. Report of the President—**

106
107 On behalf of President Fernando Delgado, Prof. Fera welcomed Kelly Brown as the new
108 Vice President of the Division of Institutional Advancement. Prof. Fera also urged all to read
109 the President’s report, in which the President mentions on-campus events; updates on
110 resources for student success initiatives and programs; and information on available training
111 sessions.

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113 See Attachment V

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116 **b. Student Legislative Assembly—**

117 The Vice President of Student Affairs and Chair of the Student Legislative Assembly (SLA),
118 Ms. Tina Nguyen, reported on the following activities of the Student Government
119 Association (SGA): (1) SGA attended the ribbon cutting ceremony for the Nursing
120 Education, Research, and Practice Center. Ms. Nguyen congratulated the Nursing
121 Department on their beautiful facility; (2) Ms. Nguyen informed that there were vacant
122 Student Government positions. She urged professors to have students (a) stop by the Student
123 Life Building and fill out an intention form or (b) have students sign up at
124 <https://clubs.lehman.edu> to fill the remaining positions; (3) SGA, in collaboration with the
125 Office of Campus Life, hosted an event in honor of Black History Month, which had a
126 successful turnout; and (4) Ms. Nguyen announced that SGA and the Office of Campus Life
127 would be hosting a Build-A-Bear social in the Student Life Building, where free bears would
128 be gifted to students; she urged all students to attend.

129

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

131

132 a. **Library, Technology, and Telecommunication**
133 Mr. Steven Castellano brought announcements from the Library, Division of Information
134 Technology, Online Education, and concerning Blackboard.

135
136 See Attachment VI

137
138 The next meeting was scheduled for Wednesday, February 28, 2024, at 11:00 a.m. via Zoom.

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140 b. **Budget and Long-Range Planning**

141 There was no report.

142

143 c. **Campus Life and Facilities**

144 There was no report.

145

146 Prof. Joseph Fera announced that, as John Ongley would be away on Sabbatical, Prof. Kofi
147 Benefo would be stepping in as the committee chair.

148

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

150 There was no report.

151

152 The next meeting was scheduled for Monday, March 4, 2024, at 2:30 p.m. via Zoom.

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154 e. **Assessment**

155 There was no report.

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157 f. **Academic Freedom**

158 There was no report.

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160 The next meeting was scheduled for Friday, February 23, 2024, at 12:00 a.m. via Zoom.

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162 g. **Admissions Evaluation and Academic Standards**

163 There was no report.

164
165 The next meeting was scheduled for Tuesday, February 13, 2024, at 11:00 a.m. via Zoom.

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167 **h. University Faculty Senate Report**

168
169 There was no report.

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171 The next Plenary Session was scheduled for February 20, 2024, at 6:30 p.m. Proceeding this
172 date, the University Faculty Senate is scheduled to meet on Tuesdays at 6:30 p.m. on the
173 following dates: April 2, 2024, and May 7, 2024.

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177 **Unfinished Business**

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179 There was no unfinished business to report.

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182 **New Business**

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184 There was no new business to report.

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186 **ADJOURNMENT**

187 There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at
188 4:51 p.m.

189
190 Respectfully submitted:

191
192 Cynthia Cessant

Senate Meeting – 2/07/24

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (7/7 members in attendance):

1. Sociology Department
 - Sociology BA-Degree requirements, progression change
 - Data Science Methods and Application Interdisciplinary Minor-Change in degree requirements
2. Art Department
 - Computer graphics and Imaging B.S.-Degree requirements
3. Computer Science Department
 - CIS 246-Course withdrawal
4. Finance, Information Systems, and Economics Department
 - ECO-173-Experimental course
5. Social Work Department
 - SWK 470-Pass/Fail option
 - SWK 471-Pass/Fail option
6. History/Latin American and Latino Studies Departments
 - HIW/LAC 331-Title, description
7. Management and Business Innovation Department
 - BBA 191-New course
 - BBA 192-New course
 - BBA 194-New course
 - BBA 201-New course
 - BBA 202-New course
8. Music, Multimedia, Theatre and Dance Department
 - Multimedia Performing Arts B.F.A-Degree requirements
 - Dance B.A.-Degree requirements
 - Theatre B.A.-Degree requirements
 - DNC/THE 280-New cross listed course

- THE/DNC 270-New course
- DNC 210-Title, description
- DNC 240-Title, description
- DNC 322-Title, description
- DNC 332-Title, description, prerequisite
- DNC 445-Credit, hours
- DNC 451-Hours
- THE 331-Prerequisite
- THE 335-Prerequisite, description
- THE 344-Prerequisite
- Theatre Management Minor-Title, requirements

9. Exercise Sciences and Recreation Department

- REC 200-Pathways designation
- REC 210-Pathways designation

Informational items

Next meeting: 3/06/24

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Graphics and Imaging, B.S.

Hegis Number: 1009.00

Program Code: 26891

Effective Term: Fall 2024

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

2. **From:**
Computer Graphics and Imaging, B.S.

Major Requirements – Overall

Type: Completion requirement-
Earn at least 58 credits

Major Requirements - Core Courses

Type: Completion requirement

Art

Earn at least 18 credits from the following:

- ART 100 - Basic Drawing
- ART 101 - Introduction to Two-Dimensional Design
- ART 102 - Introduction to Three-Dimensional Design
OR ART 106 - Introduction to Sculpture
- ART 108 - Introduction to Photography
- ART 112 - Introduction to Digital Imaging
- ARH 167 - Tradition and Innovation in the Art of the West
OR ARH 141 - Intro to the History of Modern Art of the 19th & 20th Centuries in Europe & the US

ART/CGI

Earn at least 24 credits from the following:

- ART 221 - Applied Imaging and Applications to the World Wide Web I

- ART 222 - Introduction to Animation
- ART 321 - Computer Modeling and Design I
- ART 322 - Computer Modeling and Design II
- ART 325 - Digital Multimedia
- ART 421 - Computer Animation I
- ART 422 - Computer Animation II
- ART 441 - Broadcast Design
OR ART 480 - Senior Project
OR ART 487 - Professional Experience in the Fine Arts

(ART 487 - maximum 6 credits)

Computer Science

Earn at least 14 credits from the following:

- CMP 167 - Programming Methods I
- CMP 168 - Programming Methods II
- CMP 342 - Internet Programming

Mathematics

Earn at least 5 credits from the following:

- MAT 155 - Calculus I Laboratory
- MAT 175 - Calculus I

3. To: Underline the changes

Computer Graphics and Imaging, B.S.

Major Requirements – Overall

Type: Completion requirement

Earn at least 61 credits

Major Requirements - Core Courses

Type: Completion requirement

Art

Earn at least 18 credits from the following:

- ART 100 - Basic Drawing

- ART 101 - Introduction to Two-Dimensional Design
- ART 102 - Introduction to Three-Dimensional Design
OR ART 106 - Introduction to Sculpture
- ART 108 - Introduction to Photography
- ART 112 - Introduction to Digital Imaging
- ARH 167 - Tradition and Innovation in the Art of the West
OR ARH 141 - Intro to the History of Modern Art of the 19th & 20th Centuries in Europe & the US

ART/CGI

Earn at least 24 credits from the following:

- ART 221 - Applied Imaging and Applications to the World Wide Web I
- ART 222 - Introduction to Animation
- ART 321 - Computer Modeling and Design I
- ART 322 - Computer Modeling and Design II
- ART 325 - Digital Multimedia
- ART 421 - Computer Animation I
- ART 422 - Computer Animation II
- ART 441 - Broadcast Design
OR ART 480 - Senior Project
OR ART 487 - Professional Experience in the Fine Arts

(ART 487 - maximum 6 credits)

Computer Science

Earn at least 14 credits from the following:

- CMP 167 - Programming Methods I
- CMP 157 - Programming Methods I lab
-
- CMP 168 - Programming Methods II (4)
- CMP 158 - Programming Methods II lab
-
- CMP 343 - Full Stack Web Development **OR**
- CMP 342 - Internet Programming

Mathematics

Earn at least 5 credits from the following:

- MAT 155 - Calculus I Laboratory
- MAT 175 - Calculus I

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

The Computer Science Department has recently made several course changes (building on their past course offerings and responding to students' interests) that directly impact the CGI BS curriculum. These changes are reflected in this proposal.

The Computer Science Department has created a new course, CMP 343 Full Stack Web Development, which CMP has recommended for inclusion in the CGI curriculum (students could take either CMP 343 or 342 as their final class in the CMP sequence). The Computer Science department has also changed the credit count of CMP 167 from 3 to 4 credits, and introduced two new 1-credit labs that are co-requisites of CMP 167 and 168. Incorporation of these changes into the CGI BS program would bring the overall major credit requirements from 58 to 61 credits.

Note: Although the major credit requirements would now be 61, at least 3 of those credits would also fall under general education requirements (via ARH 167 or 141).

5. Date of departmental approval: October 25, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2. **Description:**

CIS 246 - E-Commerce

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

CIS 246 - The course is a duplicate of the correct course CIS 346 on the course catalog.

4. **Date of departmental approval:** March 24, 2021

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	REC 200
Course Title	History and Philosophy of Recreation
Department(s)	Exercise Sciences and Recreation
Discipline	Recreation Education
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather, interpret and assess information from a variety of sources and points of view. Throughout the course, students will gather information from different sources, such as textbook, research articles, news articles, statistics data, and interviewees and interpret them through writing assignments, class discussions, in-class activities. For example, every class students are given an in-class activity (i.e., case study) that involves cases that surround concepts of recreation and leisure and required to gather, interpret, and assess information, and solve a problem.

- A writing assignment (# Assignment 2: recreation philosophy interview) that gathers, interprets, and assesses information through interviewing diverse individuals regarding the role of recreation in contemporary society (such as what does recreation mean to you? How important is recreation in life? What factors in your life influence the usage of your leisure time? How has the global pandemic affected the aspects of your leisure time or leisure activities?). This assignment requires a minimum three interviewees who are very different from one another—especially their ages, but also different from one another in relation to background, family, employment, culture, ethnicity, etc.
- Students have been exposed to various recreation and leisure concepts and theories during their course lectures. In the final section of this assignment, their objective is to collect, scrutinize, and appraise information, drawing from what they've absorbed in the lectures (such as perceived freedom, autotelic nature, and beneficial outcomes) and the views obtained from interviews. This aims to synthesize lecture-based knowledge on recreation and leisure with real-life perspectives gathered from interviews, culminating in a reflective analysis from a variety of sources and points of view.

- 1. Gather, interpret, and assess information from a variety of sources and points of view.

This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather and critically evaluate textual evidence from various sources on the topics covered in the class. Through the semester, students are asked to evaluate different theories and fundamental concepts such as flow theory, pull-and push theory, and leisure constraint theory. They are encouraged to evaluate each concept and theory and argue how the concepts or theories help explain the observations of the natural world or phenomenon that has been constructed in society critically and analytically.

- A writing assignment (# Assignment 3: Flow) requires students to read the book "Flow, The Psychology of Optimal Experience" by Mihaly Csikszentmihalyi. In the assignment, students are asked to analyze Mihaly Csikszentmihalyi's optimal experience investigations critically. This involves considering their reflections on the

- 2. Evaluate evidence and arguments critically or analytically.

<p>reading, including their thoughts and responses. They'll critically assess the logical coherence of Csikszentmihalyi's arguments and consider how these ideas might integrate into their future profession. For example, the concept of a flow state encompasses the emotions felt during a successful activity. Students will explore the components of flow, like the eight key dimensions and the characteristics of being in this state and apply these insights to their professional careers. Additionally, they are tasked with identifying any potential weaknesses or inconsistencies in the book's reasoning. They are required to conduct further research to find scholarly articles supporting or challenging the book's claims about flow. Further details can be found in Appendix 1 (Assignment 3: Flow)</p>	
<p>This SLO is assessed by writing assignments and in-class group discussion activities where students are asked to present their arguments and findings orally in classroom. The class asks students to submit four written assignments, involve in two discussion board to discuss case studies, and submit reflection papers through in-class activities every class. Before submitting, students orally involve in the class discussion to describe their opinions.</p> <ul style="list-style-type: none"> • A final assignment (# Assignment 4: Personal philosophy of recreation) presents students with an opportunity to explore, discover and formulate their individual philosophies of recreation. This assignment aims for students to craft well-reasoned written reflections and insights on recreation while leveraging knowledge acquired in the course to be bolster their argument. For example, it prompts students to reflect on how recreation has impacted their own lives, consider the role they believe recreation should occupy universally, and contemplate how their perspectives on recreation might guide them to positively impact the communities they will serve. While encouraging personal expression on recreation, this assignment necessitates students to substantiate their viewpoints by referencing evidence from scholarly articles and course materials. Further details can be found in Appendix 2 (Assignment 4: Personal Philosophy) 	<ul style="list-style-type: none"> • 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>This SLO is assessed by writing assignments, exams, quizzes, and/or online and in-class group discussions activities that requires students to identify and apply fundamental leisure and recreation-related concepts in particular examples or assigned readings. For example, students are asked to discuss ways in which they can become recreation providers who can provide a variety of programs meeting diverse individual's needs.</p> <ul style="list-style-type: none"> • While leisure and recreation aren't typically considered independent disciplines, having historically drawn insights from various fields like psychology, sociology, cultural studies, and health-related studies, they do constitute a discipline concentrated on exploring leisure behaviors, their impacts on individuals and society, and methods to encourage fulfilling and meaningful leisure experiences. Consequently, the realms of recreation and leisure can be viewed as a unified discipline or an interdisciplinary field. • One of key principles in the field revolves around understanding how socio-cultural factors impact personal leisure. In this class, various socio-cultural elements are 	<ul style="list-style-type: none"> • 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

<p>explored, including aspects like racial and ethnic identity, socioeconomic status, gender, and sexual orientation. For example, in-class activity, students engage in discussions about the reasons behind the limited representation of minorities in national parks and how to combat this inequality as providers of recreational services. This exercise prompts students to devise strategies for enhancing diversity and inclusivity in national parks, ensuring an environment welcoming to all. As a result, students must pinpoint the challenges faced by racial and ethnic minorities and apply the concept of equality in recreation and even society – ensuring equitable access, opportunities, and experiences for everyone, irrespective of their background, abilities, socio-economic status, or other characteristics. This exploration aims to uncover the connections between individuals and society within the realm of recreation and leisure.</p>	
<p>This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities wherein students examine sociocultural factors affecting personal leisure values and involvement, such as age, gender, sexual orientation, racial and ethnic identity, and socioeconomic status.</p> <ul style="list-style-type: none"> • Students in this course have ample opportunities to explore how an individual's position within society impacts both their leisure experiences and the limitations they encounter. These limitations, known as leisure constraints, encompass various factors or obstacles that restrict an individual's involvement in leisure activities. Before the class, it requires students to analyze a research article focusing on "constraints on recreation among people of color" (See Appendix 3): they have to take a quiz regarding this article before the class. In the class, the instructor leads to students discuss leisure constraints, aiming to reflect on the hurdles faced in engaging in contemporary leisure and recreation activities. By thoroughly examining research outcomes and engaging in detailed discussions, students gain an understanding of how an individual's societal standing influences their experiences, values, or choices concerning leisure and recreational pursuits. • At the conclusion of the discussion, students are provided with an in-class activity sheet to assess their comprehension, which they must submit before the course concludes. The following is an example of the in-class activity sheet: Kindly identify three examples of constraints affecting recreation and leisure in each category (intrapersonal, interpersonal, and structural constraints). Additionally, drawing from our discussions about how leisure constraints vary according to an individual's societal context, share your perspective on how an individual's societal position impacts their perspectives, values, or decisions regarding leisure activities and recreational choices. 	<ul style="list-style-type: none"> • 5. Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities wherein students examine the emerging trends or future of the trends based on new technology, new ideas, and new needs of our society and our community and their impacts on the field of recreation.</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

- An online discussion forum asks students to gather, interpret, and assess the new emerging trends in contemporary society and discuss how recreation providers can apply them to their services. For example, in tourism and travel, medical tourism is a new global trend to travel to another country for the purpose of obtaining medical treatment or health care in the destination. The attempt to achieve better health while simultaneously on vacation has begun, and, as a result, medical tourism has become a new and distinct niche in the tourist industry. Students are asked to explore and analyze the motivations of the medical tourism and its impact on individual and tourism industry.

REC 200 – HISTORY AND PHILOSOPHY OF RECREATION (3 CR.)

Department of Health Sciences
School of Health Sciences, Human Sciences, and Nursing
Lehman College of City University of New York

Instructor: Professor XXX

Class Day/ Time: Tuesdays/ XX:00- XX:00

Class Location: APEX XXX

COURSE DESCRIPTION

Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.

STUDENT LEARNING OUTCOMES

- 1) Identify leisure-related histories, philosophies, and definitions
- 2) Clarify the meaning, importance, and value of recreation and leisure throughout the lifespan, with diverse population and in society
- 3) Demonstrate social cultural factors influencing one's leisure lifestyle
- 4) Analyze the roles of leisure and recreation reflecting diverse groups and culture
- 5) Demonstrate the functions and benefits of leisure and recreation
- 6) Increase one's knowledge of leisure service providers, the profession and future issues facing the profession in our society
- 7) Describe introductory knowledge in travel and tourism field.
- 8) Identify issues and challenges we face in recreation and leisure field and provide strategies to overcome them
- 9) Develop your own personal recreation philosophy

TEXTBOOKS (REQUIREMENT)

- Cordes, K. A. (2013). Applications in recreation and leisure for today and the future (4th ed.). Urbana, IL: Sagamore Publishing LLC. (**\$47.23**)
- Csikszentmihalyi, M. (1991). Flow: The psychology of optimal experience. New York, NY: Harper Perennial Publishers. (**\$8.58**)
- Supplementary readings will be provided in class

I. GRADING POLICY AND EVALUATION

Assignments	Points
• Quizzes	15 Points
• Discussions	12 Points
• In-Class Activities	10 Points
• Assignments #1 (<i>Time Budget and Activity</i>)	9 Points

- Assignments #2 7 Points
(Recreation Philosophy Interview)
- Assignments #3 *(Flow)* 7 Points
- Assignments #4 *(Personal Philosophy)* 6 Points
- Film & Reflection Paper 2 Points
- Mid-term exam 16 Points
- Final exam 16 Points

100 points in total

II. GRADING SCALE

A (93 - 100), A- (90 - 92), B+ (134 - 130), B (129 - 124), B- (123 - 118), C+ (117 - 114), C (112 - 109), C- (108 - 100), D+ (99 - 95), D (94 - 90), F (89 and below).

COURSE POLICIES

1. BLACKBOARD CLASS

Students are required to access to the internet on a weekly basis. It is your responsibility to check the blackboard regularly to get all important information regarding the class. We will be using a **Blackboard** site for much of the class activities, assignments, and communication. A blackboard can be accessed through the Lehman website at www.lehman.cuny.edu. 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.

2. ZOOM CLASS

It is required for students to participate in Zoom classes from 9:30 am to 12:10 pm on Tuesdays (Aug. 31 and Oct. 5). If you don't know how to join a zoom meeting, please see the video clip below:

[How to join a Zoom Meeting](#)

*Synchronous zoom meetings will not be recorded, and I am unable to provide notes on what you've missed. If you are unable to attend, please make arrangements with peers to get notes and information.

*This is a virtual classroom; therefore, appropriate classroom behavior is expected (i.e., **Student Online Classroom Etiquette**):

- **Be on Time:** Zoom class sessions are live, so showing up on time is part of your responsibility as an attendee. Set up calendar notifications that remind you to log in a few minutes before the scheduled start time.
- **Distraction-free and quiet environment:** Log into the class from a distraction-free, quiet environment (Do not operate a vehicle while participating in a zoom session).

- **Display your Full-name-** Make sure that your name is displayed clearly for me to see (Contact me if you would like to use a different name)
- **Turn it off (sometimes):** Feel free to turn off your video if you need to leave your computer briefly during a session or eat a quick snack. Otherwise, it is best to keep your video on to help establish a sense of community with your classmates and instructor.
- **Be Present –** Being present is more than just clicking “Join Meeting.” You should attend our class meetings in a way that enables you to view the screen and the content I am presenting, as well as pay attention with minimal distractions.
- **Utilize the mute button-** Consider keep your audio on mute until you want to speak. This will help to limit background noise.

3. ASSIGNMENT GUIDELINE AND FORMAT

You can find each assignment guideline in the blackboard.

- #1. Time Budget and Activity Assignment
- #2. Recreation Philosophy Interview
- #3. Flow Assignment
- #4. Personal Philosophy

****All assignments must be typed, except of in-class activities. Assignments must be submitted as a word document or as a pdf.**

4. LATE ASSIGNMENT

Late assignments will be accepted until the end of the week (by Friday) with a **20% deduction for each day the assignment is late.** **Assignments will NOT be accepted after the week is complete** unless there is a death in the family or a medical emergency and documentation verifying such occurrence is provided to the instructor. This applies to ALL assignments.

5. ACADEMIC INTEGRITY

Students are expected to maintain the highest standards of integrity and honesty. Any form of plagiarism or cheating may result in receiving a failing grade in the course, suspension, and/or expulsion.

6. 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 science courses. However, ACE and SLC services are now online in this semester. 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.

7. ACCOMODATING 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.

COURSE OUTLLINE

- Week 1. Introduction, Handout and assignment review
- Week 2. The Nature of Leisure, Recreation & Play
- Week 3. History of Recreation
- Week 4. Leisure, Recreation, and the Individual in Society
- Week 5. Leisure through life span
- Week 6. Health, Fitness, Wellness, and Livability
- Week 7. Mid-Term Exam
- Week 8. Sociocultural Factors affecting Leisure I
- Week 9. Sociocultural Factors affecting Leisure II
- Week 10. Providers and Resources in Leisure and Recreation Service
- Week 11. Leisure as Profession
- Week 12. Travel and Tourism
- Week 13. Issues and Challenges in Recreation and Leisure
- Week 14. Film (America's Western National Parks) and reflection paper
- Week 15. Final Exam

Assignment 3. Flow

Step by Step Guidelines

- ✓ Begin by reading the book, “Flow, The Psychology of Optimal Experience” by Mihaly Csikszentmihalyi
- ✓ Create a three-section paper (SUMMARY, EVALUATION, AND OPTIONS) as follows:
 - **TITLE** the first section of your paper “**SUMMARY.**” In this section, provide a 1-2 page summary of the book’s essence without delving into a chapter-by-chapter review. Explain the concept of the flow experience, including the eight key dimensions for entering flow and the characteristics associated with being in a flow state.
 - **TITLE** the next section “**EVALUATION.**” In this section, spend the next 1-2 pages critically evaluating the logical coherence of Csikszentmihalyi’s arguments. Detect any possible shortcomings or discrepancies in the reasoning presented. Conduct additional research to find scholarly articles that either support or challenge Csikszentmihalyi’s assertions about flow. State your position on the credibility and validity of Csikszentmihalyi’s concepts regarding flow, supported by your critical analysis.
 - **TITLE** the final section of your paper “**OPINIONS.**” In this section, NUMBER your responses to the following four items across 2-3 pages:
 - 1) Reflect on a personal experience where you experienced in a state of flow. Describe the activity, the circumstances that led to it, and how it made you feel. Analyze how the elements of flow manifested during this experience.
 - 2) Select a specific area of life (work, hobbies, activities, etc.) and discuss how understanding the concept of flow can positively impact and enhance experiences in that area.
 - 3) Identify situations or activities where achieving flow seems challenging or unattainable. Explain the factors hindering the flow state and propose potential strategies to overcome these obstacles.
 - 4) Describe the potential advantages of this book for professions within your specific field. Provide examples and practical steps to implement flow principles for either your future clients or yourself concerning your professional endeavors.

Assignment 4. Personal Philosophy of Recreation

Step by Step Guidelines

- ✓ This assignment will provide you with an opportunity to explore, discover and develop your own personal philosophy of recreation. It addresses your beliefs, values, attitudes and views about recreation.
- ✓ To prepare to fulfill this assignment, **first think about and reflect on:**
 - 1) Your earliest memories, from childhood involving recreation experiences.
 - 2) The impact of these experiences on your principles and ideals related to recreation.
 - 3) The significance of recreation activities in your life, experienced meaningfully over time.
 - 4) The knowledge acquired from this course and other relevant recreation-related courses.
 - 5) How these collective experiences and knowledge have shaped your understanding, forming an evolving personal philosophy of recreation, encompassing your beliefs, values, attitudes, and perspectives.
- ✓ Then, prepare your paper, entitled, “My personal philosophy of Recreation”, which will consist of three TITLED sections: Section 1, Section 2, and Section 3:

Section 1 – Initiate the essay outlining your experiences, beliefs, and values linked to recreation and leisure. Assess their impact on how you perceive and comprehend recreation activities- provide specific examples.

Section 2 - Discuss the role you believe recreation should play in everyone’s life – Justify its importance and significance, elucidating why it is crucial across ages, cultures, and societies. Support your stance by citing evidence from various sources such as scholarly articles, course materials, and relevant research. Highlight various aspects encompassing the benefits, societal impact, individual well-being, and cultural significance of recreation pursuits.

Section 3 – Contemplate how your concepts of recreation would guide your future as a recreation professional. Discuss how these ideas could lead to a positive impact on the population(s) you aim to serve. Alternatively, if you are in a different field, explore how integrating recreation could contribute to your future career endeavors.

APPENDIX 3

Stodolska, M., Shinew, K. J., & Camarillo, L. N. (2020). Constraints on recreation among people of color: Toward a new constraints model. *Leisure Sciences*, 42(5-6), 533-551. <https://doi.org/10.1080/01490400.2018.1519473>

LEISURE SCIENCES
2020, VOL. 42, NOS. 5-6, 533-551
<https://doi.org/10.1080/01490400.2018.1519473>

 **Routledge**
Taylor & Francis Group

 Check for updates

Constraints on Recreation Among People of Color: Toward a New Constraints Model

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^aDepartment of Recreation, Sport and Tourism, University of Illinois at Urbana-Champaign; ^bUniversity of Illinois at Urbana-Champaign

ABSTRACT

This paper reports on the findings of a study that examined constraints on leisure experienced by African American, Latinx and Asian users and nonusers of recreation programs offered by a park district from a mid-size Midwestern community. The objectives of the study were to examine the constraints experienced by people of color and explore differences and similarities in constraints based on race and ethnicity, socio-economic status and user status. Individual and group interviews were conducted with 46 users and nonusers of recreation programs and services of a park district located in central Illinois. The findings revealed that the types and the strength of constraints experienced by the interviewees were related to cost, lack of knowledge of opportunities, transportation, time, programs and facilities, safety concerns, immigrants' context of arrival, and language barriers. Based on the findings, we propose a new ecological model of constraints in which constraints are divided into individual, interpersonal, and context.

ARTICLE HISTORY

Received 27 August 2018
Accepted 28 August 2018

KEYWORDS

Leisure constraints;
Constraints negotiation;
People of color

There is much research on constraints among ethnic and racial minorities (e.g., Schneider, 2016), yet we are far from understanding the mechanisms by which people of color are constrained in their leisure and why some are able to negotiate barriers they encounter while others are unable to pursue their leisure of choice. Constraints to leisure have been shown to vary based on people's ethnicity and race and may include factors such as cultural differences, feeling "unwelcome" in recreation centers, language barriers, discrimination, and fear of crime (Stodolska, Shinew, Acevedo, & Izenstark, 2011). They limit the areas people of color can visit for leisure, the activities in which they can engage, and decrease people's satisfaction from leisure participation. Considering the wide-ranging benefits of involvement in leisure for people's mental and physical health (Bocarro & Edwards, 2016), it is important the opportunities for these benefits are available to all.

This article reports on the findings of a study examining constraints on leisure experienced by African American, Latinx, and Asian users and nonusers of recreation programs

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	REC 210
Course Title	Recreation Leadership
Department(s)	Exercise Science and Recreation
Discipline	Recreation Education
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This SLO is assessed by writing assignments, online and in-person presentations, online discussion forums, and exams to ensure that students not only grasp theoretical concepts but also develop the crucial skill set of gathering, interpreting, and assessing information from a multitude of sources and points of view. The leadership philosophy, case study reflections, and discussion forums collectively challenge students to explore diverse perspectives on leadership, encouraging them to synthesize information from scholarly articles, practical scenarios, and insights from watching videos. The exams further reinforce this outcome by requiring students to apply theoretical knowledge to real-world situations, demonstrating their ability to interpret and assess information in a practical context. Presentations engage students with various viewpoints, enhancing their capacity to assess information critically. These assignments collectively equip students with the skills essential for effective leadership beyond the classroom. Sample rubrics are provided on syllabus for written assignments, online and in-person presentations, and online discussion forums.

- Example: Students are asked to articulate and define their personal leadership philosophy by drawing on a diverse range of sources (i.e., academic literature, real-world examples, and personal reflections) and to synthesize information to construct a comprehensive understanding of leadership styles, perceptions, and theories. Their task is not only to gather and interpret information but also to critically assess the relevance and applicability of different concepts to their own leadership approach through sustained, well-reasoned arguments. They are assessed on their literature review, real-world examples, personal reflection, integration and synthesis, and critical evaluation. Students are assessed on the following components of their written assignments: purpose and audience, organization/logic, development, writer's authority, and readability.

- Gather, interpret, and assess information from a variety of sources and points of view.

This SLO is assessed by writing assignments, online and in-person presentations, online discussion forums, and exams to instill in students the ability to evaluate evidence and arguments with a keen and discerning eye. The leadership philosophy assignment, for instance, demands a thorough literature review, compelling students to critically assess the validity and reliability of academic sources and theories. The Case Study Analyses goes a step further by requiring them to scrutinize scenarios, identify key evidence, and formulate arguments. Individual and group discussion forums offer a platform for students to engage in analytical discourse, honing their ability to evaluate diverse perspectives and arguments. By incorporating these assignments, the course ensures that students graduate with a robust analytical toolkit, empowering them to assess evidence and arguments critically. Moreover, the leadership philosophy assignment explicitly requires students to construct sustained, well-reasoned arguments, pushing them beyond surface-level understanding to articulate nuanced perspectives supported by compelling evidence. Sample rubrics are provided on syllabus for

- Evaluate evidence and arguments critically or analytically.

written assignments, online and in-person presentations, and online discussion forums.

- Example: A writing assignment requires students to review supplemental readings, videos and course textbook chapters related to the assessment of effective group or team performance. In the assignment, students are asked to analyze the performance of a team that they are a part of using a 14-item "team assessment" questionnaire." Students are tasked with applying critical analysis to evaluate the evidence and arguments presented by their fellow team members. Each team member submits a written self-assessment detailing their contributions to a collaborative project, supported by evidence of their individual efforts and the overall team dynamic. Students are then required to critically assess the provided evidence, scrutinizing the effectiveness of arguments and the impact of contributions on the team's success. Emphasis is placed on the depth of analysis, prompting students to go beyond surface-level evaluations and engage in a thoughtful examination of their peers' strengths, weaknesses, and the overall cohesion of the team effort. This assignment not only hones their analytical skills but also fosters a reflective mindset, essential for effective leadership and collaboration in diverse professional settings. Students are assessed on the following components of their written assignments: purpose and audience, organization/logic, development, writer's authority, and readability.

This SLO is assessed by writing assignments, online and in-person presentations, online discussion forums, and exams where students are asked to present their arguments and findings orally in the classroom. Based on readings from the text, supplemental readings, and videos in class students are asked to orally present arguments related to topics being covered in each module. Often, students are asked to base their arguments on the needs of their surrounding communities and organizations that provide recreational opportunities to their constituents. They are required to argue for additional funding, facility improvements, new programs, etc. based on evidence presented to them in readings and related academic publications. Sample rubrics are provided on syllabus for written assignments, online and in-person presentations, and online discussion forums.

- Example: A final assignment provides students with an opportunity to explore, discover and develop their own community special event program. This assignment is designed for students to produce well-reasoned and thought-out written proposals to a community special event that includes, but not limited to, leadership techniques they would utilize, risk management factors, budgeting for the event, fundraising, etc. Students will provide justification for the event along with a planned proposal. Their arguments must be based on theoretical and practical evidence and research that demonstrates the need for the program, the many benefits associated with similar community programs (e.g., improved life satisfaction and sense of belonging), and a well-balanced budget. Students are assessed on the following components of their written assignments: purpose and audience, organization/logic, development, writer's authority, and readability.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

<p>This SLO is assessed by writing assignments, online and in-person presentations, online discussion forums, and exams that are designed to fulfill the student learning outcome of identifying and applying fundamental concepts and methods within the interdisciplinary realm, particularly exploring the intricate relationship between the individual and society. The leadership philosophy assignment requires students to delve into literature from diverse disciplines such as psychology, philosophy, and sociology to comprehend the multifaceted nature of leadership. The case study assignment pushes students to apply historical and cultural perspectives when dissecting real-world leadership scenarios. Furthermore, the inclusion of a group discussion forums that reflect on supplemental videos connects leadership theories with insights from various fields, ranging from public affairs to anthropology. By weaving together these interdisciplinary threads, our assignments offer students a comprehensive understanding of leadership, equipping them to navigate the complex interplay between the individual and society in their future professional endeavors. Sample rubrics are provided on syllabus for written assignments, online and in-person presentations, and online discussion forums.</p> <ul style="list-style-type: none"> • Example: Students will be asked to orally present a 5-minute speech/presentation to a “board of directors” in which they will need to persuade the organization to implement a new program, hire more staff, improve, and fund a new recreation area, increase their budget, etc. In the oral presentation assignment, students are challenged to authentically apply the fundamental concepts and methods of interdisciplinary fields to persuade a simulated “board of directors” to approve funding for a proposed initiative within an organization. Drawing from disciplines such as anthropology, psychology, political science, and beyond, students must craft a compelling narrative that not only highlights the organizational benefits but also articulates a deep understanding of the broader societal implications of their proposal. Whether advocating for a new program, additional staffing, or facility improvements, students are encouraged to integrate insights from cultural studies, public affairs, philosophy, and other relevant fields to underscore the societal impact of their proposed changes. This assignment not only sharpens students' persuasive communication skills but also challenges them to consider the intricate relationships between individual actions and the broader societal context within the leadership landscape. Students are assessed on the following components of their online and in-person presentations: presentation, mechanics, reference and support, connections, and response posts (for online presentations). 	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
<p>This SLO is assessed by writing assignments, online and in-person presentations, online discussion forums, and in-class activities. The assignments are thoughtfully crafted to meet the student learning outcome of examining how an individual's place in society influences their experiences, values, and choices. The accessibility and teambuilding assignment, for instance, prompts students to reflect on their personal experiences and values in the context of broader societal structures, fostering an awareness of how individual perspectives are shaped by cultural, social, and historical factors. The case study assignment further extends this exploration, challenging students to assess how societal contexts impact the choices and experiences of leaders in real-world scenarios. By incorporating these assignments, this course provides a nuanced understanding of leadership that transcends the individual, delving into the intricate interplay between personal identity and societal forces. This approach ensures that students not only comprehend</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.

the complexities of leadership but also gain insights into how their own positions within society shape their values and decisions as aspiring leaders. Sample rubrics are provided on syllabus for written assignments, online and in-person presentations, and online discussion forums.

- Example: A written assignment that asks students to examine the different stages of human development, wherein students attempt to reflect on barriers to leading groups of individuals at different stages in their lives. In this assignment students engage in a comprehensive exploration of how an individual's place in society profoundly influences experiences, values, and choices within the context of leadership. The assignment involves analyzing accessibility barriers in various settings, such as workplaces, public spaces, or educational institutions. Students investigate how factors such as socio-economic status, cultural background, or physical abilities impact an individual's experiences of accessibility and inclusion. Through this examination, students not only gain insights into the challenges faced by diverse members of society but also explore the ethical dimensions of leadership in fostering inclusive environments. Additionally, the assignment incorporates a team-building component, requiring students to collaborate to propose strategies for mitigating accessibility barriers. This holistic approach ensures that students not only understand the societal influences on individual experiences but also learn to apply these insights in practical and collaborative leadership contexts. Students are assessed on the following components of their written assignments: purpose and audience, organization/logic, development, writer's authority, and readability.

This SLO is assessed by writing assignments, online and in-person presentations, online discussion forums, and in-class activities wherein students examine the important qualities, ethics, and values in what makes a good leader. The assignments are purposefully designed to excel in meeting the critical student learning outcome of articulating and assessing ethical views and their underlying premises. The discussion forums compel students to delve into the ethical foundations of leadership, encouraging them to articulate their personal ethical views while critically assessing the theoretical underpinnings of different leadership styles. The case study assignment takes this a step further by challenging students to evaluate the ethical implications of real-world leadership decisions, fostering a nuanced understanding of the complexities surrounding ethical choices. Moreover, the oral presentation assignments often require students to articulate ethical considerations when persuading a simulated board of directors, prompting them to assess the ethical premises underlying their proposed initiatives. Through these assignments, the leadership course ensures that students not only grasp ethical concepts but also develop the capacity to critically assess and articulate the underlying premises of various ethical views within the context of leadership. Students are assessed on the following components of their written assignments: purpose and audience, organization/logic, development, writer's authority, and readability.

- Example: A writing assignment asks students to review several case studies that present various situations that call ethics and values into question in the field of leisure and recreation. Students are immersed in complex leadership dilemmas that demand the articulation and assessment of ethical views and their underlying premises. Each case study presents a real-world or hypothetical scenario where leaders must make critical

- Articulate and assess ethical views and their underlying premises.

<p>decisions with ethical implications. Students are required to articulate their own ethical perspectives and systematically analyze the underlying principles shaping their viewpoints. Furthermore, they engage in a rigorous examination of alternative ethical frameworks, evaluating the diverse ethical views that could be applied to the given scenarios. This assignment not only sharpens students' ability to express their ethical stance but also challenges them to critically assess the underlying premises of different ethical perspectives, fostering a deep understanding of the multifaceted nature of ethical decision-making in leadership roles. Students are assessed on the following components of their written assignments: purpose and audience, organization/logic, development, writer's authority, and readability.</p>	
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

REC 210 – Recreation Leadership
Department of Exercise Science and Recreation
Course Syllabus
3 credit hours

“Leisure is a first principle of human life because it allows the pursuit of goodness and excellence”
(*Aristotle, Politics 1337b*)

Welcome to the Recreation Leadership Course! In this class, our class sessions, readings, and assignments will engage you to analyze and reflect on the societal implications of different leadership styles within recreational contexts. You will be presented with real-world scenarios in the field of recreation. Additionally, oral presentations will challenge you to integrate social and philosophical perspectives in proposing innovative recreational initiatives. These class sessions, readings, and assignments collectively offer you a comprehensive understanding of leadership in recreation and considerations on effective leadership practices in this context.

1. GENERAL COURSE INFORMATION

1.1 Course Details

Course Code and Title: REC 210 – Recreation Leadership

Semester:

Class Hours and Location:

1.2 Course Staff

Course Coordinator:

Email:

Office Phone:

Office Location:

Office Hours:

1.3 Texts and Supplemental Resources

Leadership in Leisure Services: Making a Difference (4th Edition) by Debra J. Jordan (2017)
Venture Publishing, Inc., State College, Pennsylvania

Supplemental Readings: Other readings will be made available on Blackboard.

1.4 Course Description

Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.

1.5 Course Format

This course is offered online with lectures, readings, tasks, and assignments. The course materials are accessible through the Blackboard platform. All assignments will be submitted through Blackboard. All lecture presentations will be available on Blackboard.

1.6 Course Objectives

After successful completion of this course, students will:

- Define the fundamental principles & concepts of what leadership as it relates to Recreation, Parks and Leisure Services.
- Examine their own leadership philosophy based on the review and assessment of information from various sources.
- Experience leading direct leadership techniques in a group setting.

- Learn and demonstrate managerial leadership skills to apply in resolving conflicts and difficulties and in practicing risk management.
- Evaluate the importance leadership takes in the development of group dynamics.
- Critically evaluate and assess the effectiveness of team performance.
- Acquire and explore the important qualities, ethics and values in what makes a good leader.
- Articulate and assess various ethical viewpoints to critically review ethical dimensions inherent in leadership.
- Acquire valuable knowledge & demonstrate verbal & non-verbal communication skills to apply in their classroom presentations and in the future.
- Apply disciplinary and interdisciplinary concepts to deliver persuasive oral presentations.
- Produce a proposal for a community special event that demonstrates effective leadership and communication skills.

2. POLICIES AND GUIDELINES

2.1 Attendance and Participation Policy

An attendance and participation grade will be implemented for the course. Please see below for attendance and participation guidelines.

Attendance is mandatory and will be taken every face-to-face meeting (you will be provided the dates of each face-to-face meeting). Students are permitted to miss one face-to-face meeting, for which they have made prior arrangements with the instructor. If they have not, and for each additional absence, 10 points will be deducted from the student's final grade. Students are also permitted to be late to one face-to-face meeting. For every meeting students are late after that, 2 points will be deducted from their final grade.

Active participation is highly expected and will be counted toward your final grade. Participation includes answering questions, class/group discussion, logging in to Blackboard and completing readings and assignments included in the module for the week.

Participation in online reflection threads will be expected. You will be asked to post an initial discussion based on the prompt provided. These narratives will be used to assess individual grades.

2.2 Academic & Personal Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. The policy can be found on the web at: <http://www.lehman.edu/student-affairs/documents/Final-Student-Handbook-Lehman-College-9-19-18.pdf>

2.3 Withdrawal from the Course

If you do not plan to take this course you must officially withdraw by the deadline specified in the university calendar. If you do not officially drop this course and do not attend and complete assignments or tests, you will receive an F grade.

2.4 Accommodations for 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.

2.5 Tutoring Services

The College had two tutoring centers on campus. The Academic Center for Excellence (ACE) provides appointment-based and drop-in tutoring in humanities, social sciences, and writing, as

well as general writing skills. The Science Learning Center (SCL) provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and SLC, please visit their website at <http://www.lehman.edu/issp>.

2.6 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 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.

2.7 Virtual Meeting Disclaimer

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

3. COMMUNICATION

3.1 Email

When communicating with the instructor through email, telephone, in person, or other forms of written communication, please note the following:

- Compose any message in a professional manner.
- The instructor reserves the right not reply to emails that are composed in a non-professional manner.
- Address the instructor as "Jake" or "Dr. Eubank." "Hey", "Sup", or "Mr." are not appropriate.
- Using all capital letters in a message is yelling at the instructor. This is not necessarily a good idea. The instructor will most likely not respond to this type of message.
- Please use complete words and sentences. The instructor is not as learned in texting abbreviations as students might be.
- The instructor will normally reply to your message within 24 hours, unless it falls over the weekend.
- When emailing please ensure you state your name, course number and class.

4. ASSESSMENT POLICIES

All assignments should be typed and are due at the specified time. Assignments turned in any time after that will be considered late and will receive a penalty. Assignments must be submitted through Blackboard only, the instructor will not accept assignments that are emailed. Quizzes will be given with a time limit set at the instructor's discretion. Every effort will be made to announce any changes to the schedule *at least* one week prior to any due dates.

4.1 Late penalty

The penalty for late assignments is as follows:

After specified time	Grade on assignment MINUS 10%
Next business day	Grade on assignment MINUS 20%
Following business day and so on...	Grade on assignment MINUS 30%

4.2 Make-ups

There are **no make-ups** for any piece of assessment (exams, test, tasks, presentations, etc) for any reason unless they are considered excused. Any make-up tests that are arranged prior to the test (and with sufficient notification) will be a revised test.

Note. Incompletes (I) will not be recorded for students who fail to take an exam. Make-up exams will be given without penalty only when official documentation of hospitalization, death in the family, or other emergency is provided. Following is a list of the conditions under which an exam may be missed or made up (there will be no exceptions): (a) severe illness or injury to the student, (b) epic event in the student's immediate family (e.g., death, wedding), and (c) university sanctioned event (e.g., intercollegiate athletics).

4.3 Grading Disagreements

Grades are always the ultimate responsibility of the student. After any grade has been posted to the Blackboard grade book, there is a 1-week time limit to make any grade appeals for assignments and test through a written statement outlining your appeal. After the one-week period, the grade becomes permanent and indisputable. Your final grade for the course must also be made to the instructor through a written statement outlining your appeal.

5. MISCELLANEOUS

5.1 Blackboard

It is the complete responsibility of the student to access all necessary information and assignments from Blackboard. Announcements, modules, assignments, and ancillary readings may be posted frequently. It is your responsibility to become familiar with this system. 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

6. GRADING

Every effort will be made to grade assignments within 48 hours of the assignment's due date. Otherwise, all assignments will be graded within 1 week of the assignment's due date.

6.1 Grading Scale

Total points at the end of the course will be used to determine your grade. Final letter grades will be determined using the following scale. No final grade curves or sliding scales will be implemented.

ASSIGNMENT	ITEM	POINTS
#1	Discussion Board Posts 1-8	160 (20 Points Each)
#2	Presentations 1-7	175 (25 Points Each)
#3	Module Quizzes 1-3	60 (20 Points Each)
#4	Application Exercises 1-6	300 (50 Points Each)
#5	Final Project/Presentations	100
#6	VideoThread Lectures	60 (5 Points Each)
#7	In-class Assignment	40 (10 Each)
Total Points Possible		895

GRADE SCALE	
93% and above	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
59% and below	F

7. ASSIGNMENT DESCRIPTIONS

The course readings and assignments are organized into “to do” lists for each week. You should access each week’s tasks and view the “to-do” list which will provide you with each task that will be expected to be completed by the end of the week. Readings, online reflections, module quizzes, and assignments are due on the final day of the week, and will be submitted electronically through Blackboard. Acceptable file formats are Microsoft Word and Adobe PDF. Specific and descriptive assignment instructions will be provided in Blackboard in each module.

7.1 Attendance and In-class Assignments

Attendance will be taken each class meeting. Students will receive 10 points for attending each FULL class session. The purpose of in-class assignments is not only to enhance your theoretical understanding of leadership but also challenge you to critically analyze the issues within this concept. These assignments will prompt you to examine the ethical implications of leadership decisions, encouraging thoughtful reflection on the responsibilities and moral considerations inherent in guiding recreational activities.

7.2 VoiceThread Lectures

Each module consists of three VoiceThread lectures, one for each book chapter/topic. Students will be required to watch each lecture from start to finish in order to receive 5 points per lecture, 60 points total.

7.3 Presentations

Students will be assigned presentations to complete throughout the semester. You will delve into the implications of leadership styles on societal structures and ethical considerations in the realm of recreation. These assignments will foster critical thinking and articulate communication, empowering you to elucidate connections between leadership theories and their impact on fostering inclusivity, diversity, and ethical practices within recreational settings. Presentations will be graded on content, depth, grammar, and spelling (see rubric). Presentations will relate to class material from the readings or class discussions.

- 1) Presentation #1: Introduction
- 2) Presentation #2: Persuasive Speech
- 3) Presentation #3: Nonverbal Communication
- 4) Presentation #4: Leading a Recreational Activity
- 5) Presentation #5: Changing Behavior
- 6) Presentation #6: Team-building Activity
- 7) Presentation #7: Reaction and Reflection
- 8) Presentation #8: Leading a Special Event

7.4 Online Discussion Forums

Students will be assigned online discussion forums that will be completed through the Discussion Board link. These forums will encourage thoughtful analysis and exchange of perspectives, fostering a dynamic online community where you can collectively unravel the complexities of leadership. The asynchronous nature of these discussions provides flexibility for in-depth reflection, empowering you to articulate your insights on how philosophical principles shape effective leadership in the context of recreational activities. To receive full credit, students must complete their own reflection and respond to 2 classmates' reflections.

- 1) Discussion Forum #1: Exploring Meaning
- 2) Discussion Forum #2: Respond to WWYD Video
- 3) Discussion Forum #3: Reflection of Leadership Philosophy
- 4) Discussion Forum #4: Leadership and Communication
- 5) Discussion Forum #5: Experiences and Challenges Check-in
- 6) Discussion Forum #6: Ethical Situation
- 7) Discussion Forum #7: Applying Benefits and Phases to Face-to-Face Leadership
- 8) Discussion Forum #8: Semester Reflection

7.5 Module Quizzes

Quizzes will be administered at the end of each module (3). These quizzes may consist of multiple choice, fill-in-the-blank, short answer and/or essay. Questions on the quizzes will be based on readings, class discussions, lectures, and handouts.

7.6 Application Exercise

Students will be assigned 3 specific exercises that require application of the knowledge learned in class. A clear set of instructions will be outlined in Blackboard for each module. You will delve into the societal implications, cultural dynamics, and ethical considerations inherent in recreational leadership. These assignments will challenge you to articulate your perspectives, fostering critical thinking and analytical skills. Application exercises will be graded on content, depth, grammar, and spelling (See rubric).

- 1) Application Exercise #1: Leadership Philosophy
- 2) Application Exercise #2: Team Assessment
- 3) Application Exercise #3: Resolving Ethical Issues
- 4) Application Exercise #4: Professional Associations
- 5) Application Exercise #5: Program Design
- 6) Application Exercise #6: Accessibility and Team building

7.7 Final Project

Students will complete a 10-minute presentation about a special event program. You will navigate diverse community needs, requiring a nuanced understanding of cultural inclusivity, ethical decision-making, and social impact. This practical application of leadership theories encourages you to consider the broader implications of your decisions on community engagement, fostering an awareness of the philosophical underpinnings that guide effective leadership. More information concerning the specific assignment will be provided.

8. COURSE SCHEDULE

This course schedule outlines the basic readings and assignments in each week. For more specific and descriptive information on the course schedule, readings, assignments, etc. please access the course materials in Blackboard. There may be additional reflective or task activities included in each module such as videos, inventory surveys, etc. that will be found online.

Week #1: Exploring and Discovering Meaning [Dates]

Week #2: Leadership Across the Lifespan [Dates]

Week #3: Leadership and Cultural Adaptability [Dates]

Week #4: Communication Skills for Leaders [Dates]

Week #5: Nonverbal Communication: The Silent Messenger [Dates]

Week #6: Leadership and Group Dynamics [Dates]

Week #7: Influencing and Inspiring Desired Behaviors [Dates]

Week #8: Conflict Resolution and Mediation Skills [Dates]

Week #9: Leading with Values and Ethics [Dates]

Week #10: Face-to-Face Leadership Techniques [Dates]

Week #11: Understanding Risk Management [Dates]

Week #12: Becoming a Professional [Dates]

Week #13: Final Presentations [Dates]

Week #14: Final Presentations [Dates]

Week #15: Final Presentations [Dates]

9. ASSIGNMENTS

Assignment Title: Application Exercise #1 – Leadership Philosophy

This assignment is aligned with the following learning objective(s):

1. Define fundamental principles of leadership
2. Define theories of human development
3. Define a culturally adaptable leader
4. Examine a leadership philosophy based on the review and assessment of information from various sources.

Points Possible: 50

Assignment Overview:

In this assignment, you will embark on a journey of self-discovery and intellectual exploration to articulate and define your personal leadership philosophy. Drawing on a diverse range of sources, including academic literature, real-world examples, and personal reflections, you will synthesize information to construct a comprehensive understanding of leadership styles, perceptions, and theories. Your task is not only to gather and interpret information but also to critically assess the relevance and applicability of different concepts to your own leadership approach.

Components of this Assignment:

- 1) Literature Review (20%) - Conduct a thorough literature review on various leadership styles, perceptions, and theories. Consider classical and contemporary perspectives, including but not limited to transformational, servant, situational, and charismatic leadership.
- 2) Real-world Examples (30%) - Identify and analyze real-world examples of successful leaders who embody different leadership styles. Discuss how their actions align with or deviate from theoretical frameworks.
- 3) Personal Reflection (25%) - Reflect on your own experiences, values, and beliefs regarding leadership. Consider instances where you have taken on leadership roles or observed effective leadership in action.
- 4) Integration and Synthesis (15%) - Integrate insights from the literature, real-world examples, and personal reflections to formulate your leadership philosophy.
- 5) Critical Evaluation (10%) - Evaluate the strengths and potential limitations of your leadership philosophy. Consider potential challenges and areas for growth.

Instructions

1. Answers must be typed, in essay form.
2. Ensure your name is on the document (and at the top of the document)
3. Answers need to be written in full sentences.
4. No more than 3 Pages, Double Spaced; 12pt, Times New Roman or Garamond; 1 inch borders.
5. Your grade will be determined from: adequately answering all questions and following directions. Please be aware that writing quality is important: Spelling errors, typographical errors, and grammatical errors may have an impact on your grade.

Assignment Title: Application Exercise #2 – Team Assessment

This assignment is aligned with the following learning objective(s):

1. Demonstrate how to communicate effectively
2. Critically evaluate and assess the effectiveness of team performance.

Points Possible: 50

Assignment Overview:

Welcome to the Team Assessment and Improvement Plan—a pivotal assignment designed to explore the intricate interplay between individual societal positions and team dynamics within our Recreation Leadership course. This task serves as a catalyst for comprehensive team evaluation by integrating diverse societal backgrounds into the assessment process. Through the team assessment survey, you will scrutinize your team dynamics while considering societal factors such as socio-economic status and cultural diversity. The assignment culminates in strategic recommendations to fortify team cohesion and performance, leveraging insights gained from the assessment. Once completed, examine the ratings for each of the questions and discuss your ratings based on our class discussions, supplemental readings, videos, and chapters 4-6 from the text using examples from your own life. One chapter that discusses group dynamics at length is Chapter 6. Some questions to get your started:

Components of the Assignment:

1. **Team Assessment Survey (40%):**
 - Each team member should complete the team assessment.
 - Analyze the survey results collectively to identify patterns and correlations between individual societal positions and perceived team dynamics.
2. **Analysis and Recommendations (50%):**
 - Based on the survey findings, individually write an analysis report that examines how individual societal positions affect team experiences, values, or choices.
 - Discuss the strengths and weaknesses identified in relation to societal influences on team dynamics.
 - Propose recommendations to improve team cohesion and performance, integrating insights from the analysis and considering strategies to accommodate diverse societal perspectives within the team.
3. **Reflection and Conclusion (10%):**
 - Reflect individually on the process of conducting the survey, analyzing the results, and developing recommendations.
 - Conclude with a summary of key insights gained regarding the influence of societal factors on team dynamics and the importance of considering diverse societal positions for effective team improvement strategies.

Instructions

1. Answers must be typed, in essay form.
2. Ensure your name is on the document (and at the top of the document)
3. Answers need to be written in full sentences.
4. No more than 3 Pages, Double Spaced; 12pt, Times New Roman or Garamond; 1 inch borders.
5. Your grade will be determined from: adequately answering all questions and following directions. Please be aware that writing quality is important: Spelling errors, typographical errors, and grammatical errors may have an impact on your grade.

Assignment Title: Application Exercise #3 – Resolving Ethical Issues through Case Study Analysis

This assignment is aligned with the following learning objective(s):

1. Acquire and explore the important qualities, ethics and values in what makes a good leader.
2. Articulate and assess various ethical viewpoints to critically review ethical dimensions inherent in leadership.

Points Possible: 50

Assignment Overview:

In this assignment, you'll explore ethical leadership within the realm of recreation by analyzing a case study from our course textbook. Your task involves a deep dive into the ethical dilemmas faced by leaders in recreational settings, examining the underlying principles guiding their decisions. Through a critical analysis of the case study, you'll articulate and assess the ethical views and premises at play, shedding light on their implications for effective leadership in recreation. Chapter 9 of the text discusses ethical leadership in depth. Beginning on page 220, there are several case studies that present various situations that call ethics and values into question in the field of leisure and recreation. Choose one of these case studies and discuss the process in which you would resolve the issue. Some processes that you can refer to in writing about how you would resolve these issues can be found in both Chapters 8 and 9. Chapter 8 provides the groundwork for different ways of approaching conflict (page 191), the seven-phase model for managing conflict (page 195), and the mediation process (page 201). Furthermore, Chapter 9 provides various steps in resolving ethical issues (page 212). You do not have to reference all of these processes in your response, but are encouraged to reference at least one.

Components of the Assignment

- 1) Case Study Selection (10%) - Select an ethical leadership case study from the course textbook related to recreation leadership, ensuring it poses ethical dilemmas and challenges within this specific field.
- 2) Case Study Analysis (70%) - Provide a comprehensive analysis (1200-1500 words) of the chosen case study, focusing on the ethical considerations, dilemmas, and decision-making processes of the leader(s) involved. Articulate the underlying ethical views and principles guiding the decisions made in the case study. Assess and critique the ethical premises presented, exploring their implications on leadership within the realm of recreation.
- 3) Reflection and Conclusion (20%) - Reflect individually (400-500 words) on the process of analyzing the case study, discussing personal insights gained about ethical views and their underlying premises in the context of recreation leadership. Conclude with a summary highlighting the key ethical considerations and the importance of assessing ethical premises for effective leadership in recreation.

Instructions

1. Answers must be typed, in essay form.
2. Ensure your name is on the document (and at the top of the document)
3. Answers need to be written in full sentences.
4. No more than 3 Pages, Double Spaced; 12pt, Times New Roman or Garamond; 1 inch borders.
5. Your grade will be determined from: adequately answering all questions and following directions. Please be aware that writing quality is important: Spelling errors, typographical errors, and grammatical errors may have an impact on your grade.

10. ASSIGNMENT RUBRICS

Weekly Discussion Forums

Criteria	Levels of Achievement			
	Exemplary (3)	Competent (2)	Emerging (1)	Does Not Meet Requirement (0)
Relevance and Clarity 60%	100% Consistently posts topics related to assigned topic; cites at least one but preferably several credible references related to topic (text, website, or other credible/scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Posts are clear and easy to read.	50% Most posts are short in length and no further insight into the topic; opinions and ideas are stated clearly with occasional lack of connection to topic, and/or provides limited citations (from text, website, etc.) for the community to reference. A few spelling mistakes but clear format overall.	25% Posts topics which do not relate to the discussion; remarks are not supported by a reference; rehashes or summarizes other postings; minimal expression of opinions or ideas. Poor spelling, grammar and writing format makes post unclear.	0% Lacking in substance, clarity and relevance.
Timeliness 10%	100% Contributes an original post in a timely manner.	0%	0%	0% Original posting is beyond the due date.
Creating a Community 30%	100% Meaningful feedback is provided on other's ideas. Points from other participants clearly built upon and/or refuted. Promotes interaction, asks provocative questions, and deepens the discussion. Enthusiasm for the topic and clear effort to keep discussion growing is demonstrated. Replies are on time.	50% Adequate feedback is provided on others' ideas. Displays an e to become involved with peers but may not be on time.	25% Replies to others but with no specific feedback or repetition of points made by others or responses discourage other group members to share ideas. Or replies beyond due date.	0% Did not respond to any participants' posts.

Presentations

Criteria	Unsatisfactory	Limited	Proficient	Exemplary	Score
Presentation Posts	Presentations are brief and superficial, or are not relevant to course topics or the reading	Presentations meet the stated length requirement and are relevant, but are undeveloped, do not raise pertinent questions or state reasons, do not engage class material, or simply re-state the topic of the reading	Presentations are organized and well developed and ask questions to frame the class material in an original and thoughtful way, including use of reasoning, but lack overall coherence or conceptual clarity	Presentations are conceptually sophisticated and engage with the class material through pertinent questions and reasoning; They relate issues and arguments from different parts of the course and make reference to earlier readings, themes, and discussions	
Mechanics	Unclear, disorganized; written posts unedited for spelling, grammar, or punctuation; do not maintain a respectful, professional tone	Professional tone, but not well organized; written posts edited for spelling and punctuation, all posts use proper English grammar	Professional tone, organized; written posts carefully edited, but overall post is not tightly focused or carefully composed	Well-organized and tightly focused around a single central point or argument, concise and Clearly articulated	
Reference and Support	No references or support for position is given	Appeals to personal experience but not to ideas or arguments of colleagues or from the course texts	Incorporates ideas and arguments of colleagues and/ or course texts, with citations where appropriate	Uses references to course texts and posts of others to effectively support arguments	

				and motivate or develop ideas, with citations where appropriate	
Connections	Establishes no or few connections with other course topics, ideas and arguments	Infrequently establishes connections with other course topics, ideas and arguments	Regularly establishes connections with other course topics, ideas and arguments	Consistently establishes connections with other course topics, ideas and arguments	
Response Posts	"Good point" "Dude, not good" (Responses are rude, irrelevant, or no explanation or justification given)	Responses are relevant but no reasons are stated and/or they do not add substantively to the discussion	Responses reflect upon the presentation post/ other respondents with further observations, critical analysis, and reasoning	Responses reflect upon the presentation post/ other respondents and extend the discussion in new directions; offer new arguments or make connections to earlier readings, themes, and discussions	
TOTAL					

Written Assignment Response

Writing Conventions	0—Developing Outcome	5—Competent Outcome	10—Proficient Outcome	Score (0, 5, or 10)
<p><i>Rhetorical Negotiation of</i> PURPOSE AND AUDIENCE Given the purpose and audience...</p>	<p>The written text vaguely expresses the student's purpose <i>and/or</i> gives little attention to audience. Readers are confused and/or insulted and are not persuaded to consider the text's ideas.</p>	<p>The written text expresses the student's purpose <i>and</i> addresses some audience concerns. Readers are probably persuaded to consider the text's ideas.</p>	<p>The written text effectively expresses the student's purpose <i>and</i> effectively addresses audience concerns. Readers are definitely persuaded to consider the text's ideas.</p>	
<p>ORGANIZATION/LOGIC Given the purpose and audience...</p>	<p>The written text demonstrates a confusing arrangement of paragraphs, a formulaic use of (or lack of) transitions between paragraphs, or a confusing arrangement of ideas within paragraphs. The disorganization makes it difficult for a reader to understand the text's ideas.</p>	<p>The written text demonstrates a generally clear arrangement of paragraphs, a generally clear use of transitions between paragraphs, and a generally clear organization of ideas within paragraphs. The organizational logic assists a reader's understanding of the text's ideas.</p>	<p>The written text demonstrates a logical arrangement of paragraphs, a logical use of transitions between paragraphs, and a logical organization of ideas within paragraphs. The organizational logic enhances a reader's understanding of the text's ideas.</p>	
<p>DEVELOPMENT Given the purpose and audience...</p>	<p>The written text employs some faulty reasons or inappropriate supporting evidence—i.e., most</p>	<p>The written text adequately employs reasons and evidence—i.e., most reasons support the text's purpose, and</p>	<p>The written text effectively employs reasons and evidence—i.e., all reasons support the text's</p>	

	reasons do not support the text’s purpose, and/or specific evidence is not provided for most reasons.	specific evidence supports most reasons.	purpose, and specific evidence supports all reasons.	
WRITER’S AUTHORITY Given the purpose and audience...	The writer’s voice in the text demonstrates neither understanding of the content nor personal engagement with the content. Readers perceive this textual voice as untrustworthy	The writer’s voice in the text demonstrates a general understanding of the content <i>and</i> some personal engagement with the content. Readers perceive this textual voice as mostly trustworthy.	The writer’s voice in the text demonstrates a comprehensive understanding of the content <i>and</i> a personal engagement with the content (via the writer’s ideas, values, beliefs). Readers perceive this textual voice as trustworthy.	
READABILITY Given the purpose and audience...	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Style is inappropriate. Documentation is incomplete, ineffective, or incompetent.	The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension. Style is appropriate. Documentation is thorough and competent.	The written text contains few or no errors in spelling, grammar, punctuation or sentence structure. Style is effective. Documentation is thorough and effective.	
OTHER				

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

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

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

2.

Department(s)	Finance, Information Systems, and Economics
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	Economics
Course Prefix & Number	ECO 173
Course Title	The FED Challenge: Practice of Central Banking
Description	Essential concepts and theories of central banking, with a focus on applications of macroeconomics and monetary policies in the context of the Federal Reserve System and its policymaking. Note: Includes experiential learning and off campus activities.
Pre/ Co Requisites	ECO 166
Credits	1
Hours	1
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:

Navigating central banking decisions has become increasingly challenging in today's globalized and highly financialized landscape. To make informed and effective choices, it's imperative to possess a solid grasp of macroeconomics and monetary theory, coupled with a nuanced understanding of the intricate interplay between financial and real-world variables.

While the Introduction of Macroeconomics (ECO 166) course lays the foundation for some fundamental concepts pertinent to central banking, a specialized course dedicated to these topics is indispensable to prepare students for active and impactful participation in the FED Challenge. This course is designed to equip students interested in monetary policy and central banking matters with the knowledge and skills required to excel in these domains.

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

By the end of this course, students will be able to:

- Explain the central bank's role and functions, specifically focusing on the Federal Reserve System.
- Gather and analyze economic data from economic sources such as FRED, the Bureau of Economic Analysis, and the Bureau of Labor Statistics.
- Prepare and make arguments for monetary policy recommendations by integrating data, economic theory, and intuitive insights.
- Work in teams to communicate and present policy pitches to solve real-world economic problems.

5. Date of Departmental Approval: November 16, 2023

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

**DEPARTMENT OF HISTORY
DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** title, description

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

Department(s)	History/Latin American and Latino Studies
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	HIW/LAC
Course Prefix & Number	HIW/LAC 331
Course Title	Modern Latin America
Description	The nations of Latin America from the beginning of the twentieth century to the present, with a focus on political reform and revolution, economic development, and social movements.
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. **To:** Underline the changes

Department(s)	History/Latin American and Latino Studies
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	HIW/LAC
Course Prefix & Number	HIW/LAC 331
Course Title	<u>Reform and Revolution in Latin America</u>
Description	<u>Examination of how the strategies of "reform" and "revolution" are applied to the process of development in twentieth-century Latin America and the Caribbean.</u>
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):**

This change was previously partially processed by Latin American and Latino Studies and is correct in Coursedog for LAC 331, but the correct course title is not reflected in CUNYfirst. The change in description and title for HIW 331 will make the system consistent with the prior change of course title. It is important that the History title and description be changed so that HIW 331 can be cross-listed with LAC 331.

5. **Date of departmental approval:**

History approval: 11/14/2023

Latin American and Latino Studies approval: 11/14/2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
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	Business
Course Prefix & Number	BBA 191
Course Title	Introduction to Cybersecurity in Business
Description	Information security for businesses, covering topics which include introduction of cybersecurity concepts, different types of malware and attacks, and tools and measures used by organizations to mitigate cyber attacks.
Pre/ Co Requisites	
Credits	1
Hours	1
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 Internet is a staple for organizations. While it is a useful tool, it also poses a danger without proper protection esp. for businesses since they face significant financial losses from cyber attacks. This introductory course in cybersecurity for businesses covers the importance of exercising cybersecurity, awareness of dangers from the internet usage, maintaining data confidentiality and awareness of good practices when using the cyber space and social media.

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

By the end of this course, students will be able to:

- Describe various cybersecurity concepts
- Identify different types of malware and attacks
- Recommend common technology tools to manage risks and handle threats
- Describe strategies available to organizations to protect against cyber attacks
- Describe careers and skill qualifications of cybersecurity professionals.

5. Date of Departmental Approval: 11/20/2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
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	Business
Course Prefix & Number	BBA 192
Course Title	Management of Information Security in Business
Description	Contemporary issues relating to types of cyberattacks, cloud-based and mobile device information security, prevention from cyberattacks, and standards and regulations regarding protections
Pre/ Co Requisites	BBA 191 or by Dept permission
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental course attribute
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:**

By creating awareness of different types of cyber attacks on businesses, it helps students to develop skills and strategies to maintain information security in their business operations. In addition, it educates the students on regulations and standards which are available to protect their organizations.

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

By the end of this course, students will be able to:

- Describe various types of cyberattacks and their impacts on organizations.
- Describe cybersecurity issues and the cloud.
- Describe cybersecurity tools, environments, and dependencies.
- Explain contemporary cybersecurity standards and regulations used in the industry.

5. **Date of Departmental Approval:** 11/20/2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
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	Business
Course Prefix & Number	BBA 194
Course Title	Introduction to Fundraising and Development
Description	Fundraising and development, covering topics which include introduction and context philanthropy, development, and fundraising; developing a values-based approach; changing attitudes and practices around fundraising.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove experimental attribute
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:

Each year, billions of philanthropic dollars contribute significantly to the operations and mission of thousands of institutions across the country. Throughout this course, students will gain a comprehensive understanding of fundraising and development, benefiting from a selection of experiential activities designed to ensure they acquire the basic skills needed to become more competitive in finance, nonprofit management, higher education, and other related fields with a focus in minority-led nonprofit organizations serving local communities.

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

By the end of this course, students will be able to:

- Describe the ethical principles that guide development and fundraising
- Define essential terminologies within development and fundraising
- Knowledge of the impact of philanthropy in the United States
- Gain practical skills to draft organizational priorities (vision and goals)
- Have an understanding of developing and executing a fundraising plan
- Acquire basic skills in strategic planning and marketing

5. Date of Departmental Approval: 11/20/2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
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	Business
Course Prefix & Number	BBA 201
Course Title	Risk Management and Cyberscurity
Description	Business and management aspects of maintaining information security in an organization with topics including qualitative and quantitative analysis on risk management, planning, investment, and implementation of cybersecurity measures.
Pre/ Co Requisites	BBA 192 or by Department Permission
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental course attribute
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 in cybersecurity addresses risk management aspects of maintaining information security in an organization, highlighting the importance of improving cybersecurity measurements regularly, and continued cybersecurity investment to ensure operation of businesses in safe environment.

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

By the end of this course, students will be able to:

- Incorporate multiple perspectives in planning cybersecurity controls to address vulnerabilities.
- Plan and conduct a risk management program for cybersecurity in an organization.
- Participate effectively as a member of a team to develop cybersecurity spending plans and priorities for an organization.

5. Date of Departmental Approval: 11/20/2023

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

DEPARTMENT OF MANAGMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
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	Business
Course Prefix & Number	BBA 202
Course Title	Donor Relations and Stewardship
Description	Intricacies of the donor relationship process, by understanding the different types of donors and the steps to secure a gift, focusing in stewardship as a key component in the development process.
Pre/ Co Requisites	BBA 194 or by Dept permission
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental course attribute
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:**

Fundraising is built on successful partnerships. It is essential to understand the intricacies of donor relations and stewardship. Within this process, institutions find the majority of their donor base, becoming essential to understand what are the key parts to building stronger relationships by identifying the donor interests and needs. By creating real proposals, students will develop key practical skills to create a prospect identification plan, and implement a development process aimed to attract, cultivate, and steward donors.

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

By the end of this course, students will be able to:

- Explain and describe the different types of donors
- Understand the process of securing a gift from a donor
- Become familiar with process of donor identification
- Understand the importance of stewardship in the development process
- Develop fundraising strategies for different types of donors
- Learn different ways to implement donor recognition
- Create an appropriate reporting process showcasing the impact a gift

5. Date of Departmental Approval: 11/20/2023

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

DEPARTMENT OF MUSIC MULTIMEDIA THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Multimedia Performing Arts, BFA

Hegis Number: 1008.00

Program Code: 02599

Effective Term: Fall 2024

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

2. **From:**

60 Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Complete ALL of the following Courses:

- THE 204 - Production Workshop
- THE 205 - Voice for the Stage
- THE 208 - Acting I
- THE 235 - Stagecraft
- DNC 225 - Tools for Digital Storytelling
OR THE 225 - Tools for Digital Storytelling
- DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancers
- DNC 306 - Production Workshop II
OR THE 306 - Production Workshop II
- DNC 323 - Improvisation
OR THE 323 - Improvisation

- DNC 425 - Devised Multimedia Performance
OR THE 425 - Devised Multimedia Performance
- DNC 495 - Multimedia Performing Arts Project
OR THE 495 - Multimedia Performing Arts Project

Earn at least 2 credits from the following:

- ~~THE 200 - Theatre Departmental Production~~
- ~~DNC 209 - Dance Departmental Production~~

Dance Track**Complete ALL of the following Courses:**

- DNC 230 - Body and Wellness I
OR THE 230 - Body and Wellness I
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History
- DNC 445 - Advanced Student Performance Workshop

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- ~~DNC 210 - Hip Hop, House and Vogue I~~
- ~~DNC 322 - Hip Hop, House and Vogue II~~

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I

- DNC 317 - Special Topics in Latin Dance

Earn at least 1 credits from the following:

- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 1 credits from the following:

- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II

Earn at least 1 credits from the following:

- DNC 240 - Technique Workshop: ~~Hip Hop, House and Vogue I~~
- DNC 332 - Technique Workshop: ~~Hip Hop, House and Vogue II~~

Earn at least 1 credits from the following:

- DNC 208 - Technique Workshop: Latin Dance I
- DNC 318 - Technique Workshop: Latin Dance II

Earn at least 3 credits from the following:

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professional

- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts
- DNC 460 - Advanced Technique Practicum

Earn at least 6 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)
- Theatre Electives 200 to 400 Level (except THE 241)

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

Theatre Track**Complete ALL of the following Courses:**

- THE 211 - Play Analysis

- THE 305 - Advanced Voice for the Stage
- THE 309 - Digital Storytelling
- THE 326 - History of the Theatre I
- THE 331 - Acting II
- THE 335 - Directing I
- THE 344 - Acting for the Camera
- THE 348 - Performing Arts Management

Earn at least 3 credits from the following:

- THE 238 - African American Theatre
- THE 243 - Queer Theatre
- THE 312 – LatinX Theatre
- THE 327 - History of The Theatre II
- THE 443 - Studies in Contemporary Theatre
- DNC 420 - Dance History
- THE 328 - History of Musical Theatre

Earn at least 3 credits from the following:

- THE 370 - Theatre Internship
- THE 314 - Advanced Production and Design Workshop
- THE 324 - Social Media for the Creative Arts Professional
- THE 449 - Working in the Performing Arts
- THE 492 - Research Project in Theatre

Electives**Earn at least 5 credits from the following:**

- Dance Electives 200 to 400 Level (except DNC 235)
- Theatre Electives 200 to 400 Level (except THE 241)

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

3. TO:

60 Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Complete ALL of the following Courses:

- THE 204 - Production Workshop
 - THE 205 - Voice for the Stage
 - THE 208 - Acting I
 - THE 235 - Stagecraft
 - DNC 225 - Tools for Digital Storytelling
OR THE 225 - Tools for Digital Storytelling
 - DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancers
-
- DNC 306 - Production Workshop II
OR THE 306 - Production Workshop II
 - DNC 323 - Improvisation
OR THE 323 - Improvisation
 - DNC 425 - Devised Multimedia Performance
OR THE 425 - Devised Multimedia Performance
 - DNC 495 - Multimedia Performing Arts Project
OR THE 495 - Multimedia Performing Arts Project

Earn at least 2 credits from the following:

- DNC 270 – Creative Process Lab: Ensemble and Collaboration
OR THE 270 – Creative Process Lab: Ensemble and Collaboration
OR DNC 280 – Creative Process Lab: Solo and Small Group Work
OR THE 280 – Creative Process Lab: Solo and Small Group Work

Dance Track**Complete ALL of the following Courses:**

- DNC 230 - Body and Wellness I
OR THE 230 - Body and Wellness I
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History
- DNC 445 - Advanced Student Performance Workshop

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 210 – Street Styles I
- DNC 322 – Street Styles II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I
- DNC 317 - Special Topics in Latin Dance II

Earn at least 1 credit from the following:

- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 1 credit from the following:

- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II

Earn at least 1 credit from the following:

- DNC 240 - Technique Workshop: Street Styles I

- DNC 332 - Technique Workshop: Street Styles II

Earn at least 1 credit from the following:

- DNC 208 - Technique Workshop: Latin Dance I
- DNC 318 - Technique Workshop: Latin Dance II

Earn at least 3 credits from the following:

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professional
- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts
- DNC 460 - Advanced Technique Practicum

Earn at least 5 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)
- Theatre Electives 200 to 400 Level (except THE 241)

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

Theatre Track**Complete ALL of the following Courses:**

- THE 211 - Play Analysis
- THE 305 - Advanced Voice for the Stage
- THE 309 - Digital Storytelling
- THE 326 - History of the Theatre I
- THE 331 - Acting II
- THE 335 - Directing I
- THE 344 - Acting for the Camera
- THE 348 - Performing Arts Management

Earn at least 3 credits from the following:

- THE 238 - African American Theatre
- THE 243 - Queer Theatre
- THE 312 – LatinX Theatre
- THE 327 - History of The Theatre II
- THE 443 - Studies in Contemporary Theatre
- DNC 420 - Dance History
- THE 328 - History of Musical Theatre

Earn at least 3 credits from the following:

- THE 370 - Theatre Internship
- THE 314 - Advanced Production and Design Workshop
- THE 324 - Social Media for the Creative Arts Professional
- THE 449 - Working in the Performing Arts
- THE 492 - Research Project in Theatre

Electives

Earn at least 5 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235)
- Theatre Electives 200 to 400 Level (except THE 241)

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

4. Rationale:

The Theatre and Dance Programs are committed to supporting student driven work. The final capstone projects in the Dance BA and Multimedia Performing Arts BFA are courses where students are required to create their own original work, but we have only a few courses that give students the opportunity to practice the skill of creating live performance. Our current performance requirements are fulfilled by DNC 209 Dance Departmental Production and THE 200 Theatre Departmental Production. Both of these courses give students credit for performing in a department-sponsored production as a participant but not as a creator. To support our mission of prioritizing student-driven work we want to replace that requirement with a 2-credit course that will give all students an opportunity to create and show their work. Currently students are fulfilling their performance requirements in very different ways. Some are cast in major parts in fully-produced performances, others in small roles in another student's work and others struggle to get cast and fulfill the requirement. DNC (THE) 270 DNC and (THE) 280 will

be gateway courses that all students pass through. Having all students pass through a performance class with a shared curriculum will allow us to better communicate our expectations around production and performance, create community within the department and level the playing field so that all students have an opportunity to be onstage regardless of casting choices in the departmental productions. Because our curriculum includes both solo and small group work, under the direction of one choreographer/director, as well as devised ensemble work, we have created two classes DNC(THE) 280 Creative Process Lab: Solo and Small Group Work and DNC (THE) 270 Creative Process Lab: Ensemble Collaboration. Students can choose which direction is more appropriate for the type of work they create. Students also have the option of taking both courses and using one towards their elective credits.

DNC 445 is being raised to 2 credits, 4 hours to bring it into line with the other capstone classes. To account for the added credit, we have removed one elective credit. Course title Hip Hop House and Vogue is being changed to Street Styles for ease and to make it more recognizable to students.

5. Date of departmental approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Dance, B.A.

Hegis Number: 1008.00

Program Code: 02586

Effective Term: Fall 2024

1. **Type of Change:** *degree requirements*

2. **From:**

42-Credit Major in Dance, B.A.

The Major in Dance is intended for students interested in preparing themselves for careers as dance artists, dance educators, or dance therapists, as well as for those who intend to pursue graduate study. The required courses and credits are distributed as follows:

Earn at least 19 credits from the following:

- THE 204 - Production Workshop
- DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancers
- ~~DNC 235 - Dance Perspectives~~
- DNC 230 - Body and Wellness I
OR THE 230 - Body and Wellness I
- DNC 306 - Production Workshop II
OR THE 306 - Production Workshop II
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History
- DNC 445 - Advanced Student Performance Workshop
- DNC 451 - Choreographic Workshop II
- DNC 445 may be repeated for up to 3 credits

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 210 - Hip Hop, House and Vogue I
- DNC 322 - Hip Hop, House and Vogue II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I
- DNC 317 - Special Topics in Latin Dance II

Earn at least 3 credits from the following:

- DNC 208 - Technique Workshop Latin Dance I
- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 240 - Technique Workshop: Hip Hop, House and Vogue I
- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II
- DNC 318 - Technique Workshop: Latin Dance II
- DNC 332 - Technique Workshop: Hip Hop, House and Vogue II
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professional
- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts

- DNC 460 - Advanced Technique Practicum

Earn at least 2 credits from the following:

- ~~THE 200 - Theatre Departmental Production~~
- ~~DNC 209 - Dance Departmental Production~~

Earn at least 3 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)

Or:

- THE 348 - Performing Arts Management

Additional Comments:

- DNC 235 Dance Perspectives and DNC 222 Body and Society cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives and DNC 222 Body and Society to fulfill general education requirements.

3 .To:**42-Credit Major in Dance, B.A.**

The Major in Dance is intended for students interested in preparing themselves for careers as dance artists, dance educators, or dance therapists, as well as for those who intend to pursue graduate study. The required courses and credits are distributed as follows:

Earn at least 20 credits from the following:

- THE 204 - Production Workshop
- DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancers
- THE 235 - Stagecraft
- DNC 230 - Body and Wellness I
OR THE 230 - Body and Wellness I
- DNC 306 - Production Workshop II
OR THE 306 - Production Workshop II
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History

- DNC 445 - Advanced Student Performance Workshop
- DNC 451 - Choreographic Workshop II
- DNC 445 may be repeated for up to 4 credits

Earn at least 2 credits from the following:

- DNC 270 – Creative Process Lab: Ensemble and Collaboration
OR THE 270 – Creative Process Lab: Ensemble and Collaboration
OR DNC 280 – Creative Process Lab: Solo and Small Group Work
OR THE 280 – Creative Process Lab: Solo and Small Group Work

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 210 – Street Styles I
- DNC 322 – Street Styles II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I
- DNC 317 - Special Topics in Latin Dance II

Earn at least 2 credits from the following:

- DNC 208 - Technique Workshop Latin Dance I
- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 240 - Technique Workshop: Street Styles I
- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II
- DNC 318 - Technique Workshop: Latin Dance II

- DNC 332 - Technique Workshop: Street Styles II
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professional
- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts
- DNC 460 - Advanced Technique Practicum

Earn at least 3 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)

Or:

- THE 348 - Performing Arts Management

Additional Comments:

- DNC 235 Dance Perspectives and DNC 222 Body and Society cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives and DNC 222 Body and Society to fulfill general education requirements.

4. Rationale:

The Theatre and Dance Programs are committed to supporting student driven work. The final capstone projects in the Dance BA and Multimedia Performing Arts BFA are courses where students are required to create their own original work, but we have only a few courses that give students the opportunity to practice the skill of creating live performance. Our current performance requirements are fulfilled by DNC 209 Dance Departmental Production and THE 200 Theatre Departmental Production. Both of these courses give students credit for performing in a department-sponsored production as a participant but not as a creator. To support our mission of prioritizing student-driven work we want to replace that requirement with a 2-credit course that will give all students an opportunity to create and show their work. Currently students are fulfilling their performance requirements in very different ways. Some are cast in major parts in fully-produced performances, others in small roles in another student's work and others struggle to get cast and fulfill the requirement. DNC (THE) 270 DNC and (THE) 280 will be gateway courses that all students pass through. Having all students pass through a performance class with a shared curriculum will allow us to better communicate our expectations around production and performance, create community within the department and level the playing field so that all students have an opportunity to be onstage regardless of casting choices in the departmental productions. Because our curriculum includes both solo and small group work under the direction of one

choreographer/director as well as devised ensemble work, we have created two classes DNC(THE) 280 Creative Process Lab: Solo and Small Group Work and DNC (THE) 270 Creative Process Lab: Ensemble Collaboration. Students can choose which direction is more appropriate for the type of work they create. Students also have the option of taking both courses and using one towards their elective credits. DNC 445 is being raised to 2 credits 4 hours to bring it into line with the other capstone classes. To account for the added credit, we have removed one credit from the technique workshop requirements.

DNC 235 Dance Perspectives should be THE 235 Stagecraft. DNC 235 was never part of the Dance BA. It is a mistake in the bulletin. Course title Hip Hop House and Vogue is being changed to Street Styles for ease and to make it more recognizable to students.

5. Date of departmental approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Theatre, BA

Hegis Number: 1007.00

Program Code: 02646

Effective Term: Fall 2024

1. Type of Change: *Degree Requirements*

2. From:

42 credit major in Theatre, B.A.

The Theatre BA is intended for students interested in preparing themselves for careers as theatre artists or administrators, for those who intend to pursue graduate study in theatre or a related field, and for those who will be pursuing the Minor to Master's Program in the Department of Early Childhood and Childhood Education and plan to become general education teachers.

Major requirements -- Required Core Courses (25 credits)

Complete ALL of the following Courses:

THE 204 Production Workshop I

THE 205 Voice for the Stage

THE 208 Acting I

THE 211 Play Analysis

THE 235 Stagecraft

THE 306 Production Workshop II

THE 308 Playwriting

THE 326 History of the Theatre I

THE 327 History of The Theatre II

THE 348 Performing Arts Management

Fulfill ALL of the following requirements:

Earn at least 3 credits from the following:

THE 314 Advanced Production and Design Workshop

THE 324 Social Media for the Creative Arts Professional
DNC 324 Social Media for the Creative Arts Professional
THE 370 Theatre Internship
THE 449 Working in the Performing Arts

Earn at least 2 credits from the following:

~~THE 200 Theatre Departmental Production~~
~~DNC 209 Dance Departmental Production~~

Complete at least 1 of the following:

Flexible Electives Option

Earn at least 12 credits from the following:

Theatre Flexible Electives *[this links to the list of applicable courses]*

- Students can substitute up to 3 credits of DNC courses for 3 credits of THE.
- At least 6 THE flexible elective credits must be at the 300-400 level.
- THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.
- 12 elective credits selected in consultation with a Theatre faculty advisor.

OR

Liberal Arts Electives Option

Earn at least 12 credits from the following:

THE 238 African American Theatre
THE 243 Queer Theatre
THE 312 LatinX Theatre
THE 328 History of Musical Theatre
THE 332 Theatre Theory
THE 408 Advanced Playwriting Workshop
THE 440 Shakespeare on Stage
THE 442 Studies in Modern Theatre
THE 443 Contemporary World Theatre

THE 454	Special Studies in Theatre (if the topic corresponds to the New York State Department of Education's definition of "liberal arts"))
THE 485	Theatre Honors
THE 492	Research Project in Theatre
ENG 226	Shakespeare Now
ENG 312	Shakespeare in Context
ENG 334	Drama
ENG 348	Western Traditions: Drama
DNC 420	Dance History
FRE 346	Modern French and Francophone Theater

Additional Comments:

Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option.

~~THE 454—(if the topic corresponds to the New York State Department of Education's definition of "liberal arts").~~

3. To:

42 credit major in Theatre, B.A.

The Theatre BA is intended for students interested in preparing themselves for careers as theatre artists or administrators, for those who intend to pursue graduate study in theatre or a related field, and for those who will be pursuing the Minor to Master's Program in the Department of Early Childhood and Childhood Education and plan to become general education teachers.

Major requirements -- Required Core Courses (25 credits)

Complete ALL of the following Courses:

THE 204 Production Workshop I
 THE 205 Voice for the Stage
 THE 208 Acting I
 THE 211 Play Analysis
 THE 235 Stagecraft
 THE 306 Production Workshop II
 THE 308 Playwriting
 THE 326 History of the Theatre I
 THE 327 History of The Theatre II
 THE 348 Performing Arts Management

Fulfill ALL of the following requirements:**Earn at least 3 credits from the following:**

THE 314	Advanced Production and Design Workshop
THE 324	Social Media for the Creative Arts Professional
DNC 324	Social Media for the Creative Arts Professional
THE 370	Theatre Internship
THE 449	Working in the Performing Arts

Earn at least 2 credits from the following:

- THE 270 Creative Process Lab: Ensemble and Collaboration
OR DNC 270 Creative Process Lab: Ensemble and Collaboration
OR THE 280 Creative Process Lab: Solo and Small Group Work
OR DNC 280 Creative Process Lab: Solo and Small Group Work

Complete at least 1 of the following:**Flexible Electives Option****Earn at least 12 credits from the following:**

Theatre Flexible Electives *[this links to the list of applicable courses]*

- Students can substitute up to 3 credits of DNC courses for 3 credits of THE.
- At least 6 THE flexible elective credits must be at the 300-400 level.
- THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.
- 12 elective credits selected in consultation with a Theatre faculty advisor.

OR:

Liberal Arts Electives Option**Earn at least 12 elective credits from the following:**

THE 238	African American Theatre
THE 243	Queer Theatre
THE 312	LatinX Theatre

THE 328	History of Musical Theatre
THE 332	Theatre Theory
THE 408	Advanced Playwriting Workshop
THE 440	Shakespeare on Stage
THE 442	Studies in Modern Theatre
THE 443	Contemporary World Theatre
THE 454	Special Studies in Theatre
THE 485	Theatre Honors
THE 492	Research Project in Theatre
ENG 226	Shakespeare Now
ENG 312	Shakespeare in Context
ENG 334	Drama
ENG 348	Western Traditions: Drama
DNC 420	Dance History
FRE 346	Modern French and Francophone Theater

Additional Comments:

Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option

4. Rationale:

The Theatre and Dance Programs are committed to supporting student-driven work. The final capstone projects in the Theatre BA and Multimedia Performing Arts BFA are courses where students are required to create their own original work, but we have only a few courses that give them the opportunity to practice the skill of creating live performance. Our current performance requirements are fulfilled by DNC 209 Dance Departmental Production and THE 200 Theatre Departmental Production, both of these courses give students credit for performing in a department-sponsored production as a participant but not as a creator. To support our mission of prioritizing student-driven work we want to replace that requirement with a 2-credit course that will give all students an opportunity to create and show their work. Currently students are fulfilling their performance requirement in very different ways. Some are cast in major parts in fully-produced performances, others in small roles in another student's work and others struggle to get cast and fulfill the requirement. THE (DNC) 270 THE (DNC) 280 will be gateway courses that all students pass through. This will allow us to better communicate our expectations around production and performance, create community within the department and level the playing field so that all students have an opportunity to be onstage regardless of casting choices in the departmental productions.

The note next to THE 454 about a liberal-arts-based topic is unnecessary because THE 454 is already designated as a "liberal arts" course.

5. Date of departmental approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** (*New Cross-listed Course*)

2.

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance and Theatre
Course Prefix & Number	DNC (THE) 280
Course Title	Creative Process Lab: Solo and Small Group Work
Description	Students will be guided through the process of creating their own live theatre and dance performance pieces. Works will be performed at informal showings throughout the semester.
Pre/ Co Requisites	Departmental Permission
Credits	2 (can be repeated for up to 4 credits)
Hours	4
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 Theatre and Dance Programs are committed to supporting student driven work. The final capstone projects in the Dance BA and Multimedia Performing Arts BFA are courses where students are required to create their own original work, but we have only a few courses that give students the opportunity to practice the skill of creating live performance. Our current performance requirements are fulfilled by DNC 209 Dance Departmental Production and THE 200 Theatre Departmental Production. Both of these courses give students credit for performing in a department-sponsored production as a participant but not as a creator. To support our mission of prioritizing student-driven work we want to replace that requirement with a 2-credit course that will give all students an opportunity to create and show their work. Currently students are fulfilling their performance requirements in very different ways. Some are cast in major parts in fully-produced performances, others in small roles in another student's work and others struggle to get cast and fulfill the requirement. DNC (THE) 270 DNC and (THE) 280 will be gateway courses that all students pass through. Having all students pass through a performance class with a shared curriculum will allow us to better communicate our expectations around production and performance, create community within the department and level the playing field so that all students have an opportunity to be onstage regardless of casting choices in the departmental productions. DNC (THE) 280 will focus on solo performance and small group work under the direction of one director/choreographer.

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

Demonstrate the ability to perform on stage.

Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

Demonstrate the ability to create original dance or theatre work for public presentation.

5. Date of Departmental Approval: 11/17/2023

**LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** (*New Cross-listed Course*)

2.

Department(s)	Music, Multimedia, Theatre and Dance
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	Theatre and Dance
Course Prefix & Number	THE (DNC) 270
Course Title	Creative Process Lab: Ensemble Collaboration
Description	Introduction to the creative process for ensemble work for live performance. Students will be guided through the process of creating their own live theatre and dance performance pieces, with the focus on ensemble building through group collaborative storytelling. Works will be performed at informal showings throughout the semester.
Pre/ Co Requisites	Departmental Permission
Credits	2 (can be repeated for up to 4 credits)
Hours	4
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 Theatre and Dance Programs are committed to supporting student driven work. The final capstone projects in the Dance BA and Multimedia Performing Arts BFA are courses where students are required to create their own original work, but we have only a few courses that give them the opportunity to practice the skill of creating live performance. Our current performance requirements are fulfilled by DNC 209 Dance Departmental Production and THE 200 Theatre Departmental Production, both of these courses give students credit for performing in a department-sponsored production as a participant but not as a creator. In order to support our mission of prioritizing student-driven work we want to replace that requirement with this 2-credit course that will give all students an opportunity to create and show their work. Currently students are fulfilling their performance requirement in very different ways. Some are cast in major parts in fully-produced performances, others in small roles in another student's work and others struggle to get cast and fulfill the requirement. We would like to create a course that all students pass through in order to better communicate our expectations around production and performance, create community within the department and level the playing field so that all students have an opportunity to be onstage regardless of casting choices in the departmental productions. This proposal introduces ensemble collaboration.

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

Demonstrate the ability to perform on stage.

Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

Demonstrate the ability to create original dance or theatre work for public presentation.

5. Date of Departmental Approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** *Title, description*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 210
Course Title	Hip Hop, House and Vogue I
Description	Introductory-level research, analysis and practice of hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	
Credits	3 (may be repeated for up to 6 credits)
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. To:

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 210
Course Title	<u>Street Styles I</u>
Description	Introductory-level research, analysis and practice of <u>street styles like</u> hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	
Credits	3 (may be repeated for up to 6 credits)
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):

Course title Street styles is a more comprehensive term that encompasses the styles listed above. It is less cumbersome and will be easily recognizable to students.

5. Date of Departmental Approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** *Title, description*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 240
Course Title	Technique Workshop: Hip Hop, House and Vogue I
Description	Beginning-level practice of hip hop, house and vogue.
Pre/ Co Requisites	DNC 210 or Departmental permission
Credits	1 (may be repeated for up to 2 credits)
Hours	4
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)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 240
Course Title	Technique Workshop: <u>Street Styles I</u>
Description	Beginning-level practice of <u>street styles</u> like hip hop, house and vogue.
Pre/ Co Requisites	DNC 210 or Departmental permission
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Course title Street styles is a more comprehensive term that encompasses the styles listed above. It is less cumbersome and will be easily recognizable to students.

5. **Date of Departmental Approval:** 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** *Title, description*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 322
Course Title	Hip Hop, House and Vogue II
Description	Introductory-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	Prerequisite: DNC 210 or departmental permission
Credits	3 (may be repeated for up to 6 credits)
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. To:

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 322
Course Title	<u>Street Styles II</u>
Description	<u>Intermediate</u> -level study and analysis of <u>street styles</u> like hip hop, house, and vogue. Students learn steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	Prerequisite: DNC 210 or departmental permission
Credits	3 (may be repeated for up to 6 credits)
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):

Course title Street styles is a more comprehensive term that encompasses the styles listed above. It is less cumbersome and will be easily recognizable to students. The word introductory should be replaced by intermediate to distinguish it from the beginner-level class.

5. Date of Departmental Approval: 11/17/2023

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of change:** *Title, description, prerequisite*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 332
Course Title	Technique Workshop: Hip Hop, House and Vogue II
Description	Intermediate-level practice of hip hop, house, and vogue.
Pre/ Co Requisites	DNC 207 or DNC 317
Credits	1 (may be repeated for up to 2 credits)
Hours	4
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)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 332
Course Title	Technique Workshop: <u>Street Styles II</u>
Description	Intermediate-level practice of <u>street styles like</u> hip hop, house, and vogue.
Pre/ Co Requisites	<u>DNC 210 or 322 or Departmental Permission</u>
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Course title Street styles is a more comprehensive term that encompasses the styles listed above. It is less cumbersome and will be easily recognizable to students. The prerequisites were incorrect in the bulletin.

5. Date of Departmental Approval: 11/17/2023

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Credits and Hours*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 445
Course Title	Advanced Student Performance Workshop
Description	Practical application of principles and theories of dance through participation in a Department-sponsored dance concert. Dance faculty will supervise students on the creation of new work. Writing, communication, and technical skills necessary to dance artists will be stressed.
Pre/ Co Requisites	DNC 345 or Departmental Consent
Credits	4—can be repeated up for up to 3 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

	___ Scientific World
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3. To:

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 445
Course Title	Advanced Student Performance Workshop
Description	Practical application of principles and theories of dance through participation in a Department-sponsored dance concert. Dance faculty will supervise students on the creation of new work. Writing, communication, and technical skills necessary to dance artists will be stressed.
Pre/ Co Requisites	DNC 345 or Departmental Consent
Credits	<u>2</u> can be repeated up for up to <u>4</u> credits
Hours	<u>4</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

DNC 445 is being raised to 2 credits 4 hours to bring it in line with DNC (THE) 495. DNC 445, DNC 451 and DNC (THE) 495 are all capstone projects where students create and present their own work. They require the same amount of work and should be allotted the same number of hours and credits.

5. **Date of departmental approval:** 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Hours*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 451
Course Title	Choreographic Workshop II
Description	(Specifically designed for graduating dance majors.) Special choreographic assignments, designed to lead to a senior thesis project.
Pre/ Co Requisites	DNC 345 and Departmental permission.
Credits	2
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, Multimedia, Theatre and Dance
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	Dance
Course Prefix & Number	DNC 451
Course Title	Choreographic Workshop II
Description	(Specifically designed for graduating dance majors.) Special choreographic assignments, designed to lead to a senior thesis project.
Pre/ Co Requisites	DNC 345 and Departmental permission.
Credits	2 can be repeated up for up to <u>4</u> credits
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 (Explain how this change will impact the learning outcomes of the department and Major/Program):

DNC 451 is being raised to 4 hours, 2 credits to bring it in line with DNC (THE) 495. DNC 445, DNC 451 and DNC (THE) 495 are all capstone projects where students create and present their own work. They require the same amount of work and should be allotted the same number of hours and credits.

5. **Date of departmental approval:** 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of change:** *Prerequisites*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Theatre
Course Prefix & Number	THE 331
Course Title	Acting II
Description	Continued study and practice of the principles of acting, with emphasis on characterization and scene work.
Pre/ Co Requisites	THE 208 and THE 214
Credits	3
Hours	4
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)	Music, Multimedia, Theatre and Dance
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	Theatre
Course Prefix & Number	THE 331
Course Title	Acting II
Description	Continued study and practice of the principles of acting, with emphasis on characterization and scene work.
Pre/ Co Requisites	THE 208 or <u>Departmental permission</u>
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

It was discovered after meeting with acting faculty and current and former students that the change in prerequisites for Acting II will make it more accessible for students to register for this course and encourage non-majors to take this course as well.

5. Date of Departmental Approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of change:** *Prerequisites, description*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Theatre
Course Prefix & Number	THE 335
Course Title	Directing I
Description	Study and practice of the fundamentals of directing.
Pre/ Co Requisites	THE 208 and THE 214 or Departmental permission.
Credits	3
Hours	4
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)	Music, Multimedia, Theatre and Dance
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	Theatre
Course Prefix & Number	THE 335
Course Title	Directing I
Description	Study and practice of the fundamentals of directing <u>for stage, film, and multimedia platforms.</u>
Pre/ Co Requisites	THE 208 or Departmental permission.
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

It was discovered after meeting with acting and directing faculty, and current as well as former students that the ever-changing landscape of directing should now encompass stage, film, video and other multimedia platforms. Therefore adding the components of other directing for media platforms to this course would be a benefit to our students and give them more skills in the field of directing to draw from for stage, film, and multimedia performance projects. The change in prerequisites for Directing I will make it more

accessible for students to register for this course and encourage non-majors to take this course as well.

5. **Date of Departmental Approval:** 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of change:** *Prerequisites*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
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	Theatre
Course Prefix & Number	THE 344
Course Title	Acting for the Camera
Description	Study of fundamental acting techniques specific to performance in film, television, and new media.
Pre/ Co Requisites	THE 334 or departmental permission.
Credits	3
Hours	4
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)	Music, Multimedia, Theatre and Dance
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	Theatre
Course Prefix & Number	THE 344
Course Title	Acting for the Camera
Description	Study of fundamental acting techniques specific to performance in film, television, and new media.
Pre/ Co Requisites	<u>THE 208</u> or Departmental permission.
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

It was discovered after meeting with acting faculty and current and former students that the change in prerequisites for Acting II will make it more accessible for students to register for this course and encourage non-majors to take this course as well.

5. Date of Departmental Approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

Name of Program: Theatre Management, Minor
Effective Term: Fall 2024

1. **Type of Change:** *Title, Change in Minor Requirements*

2. **From:**

Theatre Management

Minor Requirements – Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements – Required Courses

Type: Completion requirement

The distribution of courses is as follows:

Complete ALL of the following Courses:

- THE 348 Performing Arts Management
- ~~THE 448 Advanced Performing Arts Management~~
- ~~BBA 204 Principles of Management~~
- ~~BBA 407 Strategic Management~~
- ~~*This is not open to students majoring in Business Administration.*~~

3. **To:**

Performing Arts Management

Minor Requirements – Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements – Required Courses

Type: Completion requirement

The distribution of courses is as follows:

Complete ALL of the following Courses:

- THE 348 Performing Arts Management
- ACC 185 Introduction to Accounting for Non-Majors
OR ACC 171 Principles of Accounting
- THE 370 Theatre Internship
OR DNC 371 Dance Internship

Complete either 3-credit option option:

1. Fundraising and Development Focus:

BBA 194 Introduction to Fundraising and Development (1 credit), AND
BBA 202 Donor Relations and Stewardship (2 credits)

OR

2. Social Media and Marketing Focus:

Complete 3 credits from:

- THE 324 Social Media for the Creative Arts Professional (3 credits), OR
- BBA 188 Introduction to Social Media Marketing (1 credit), AND BBA 189 Using Social Media Marketing (2 credits)

4. Rationale:

We are updating the Theatre Management minor to a Performing Arts Management minor to better serve the needs of Lehman students who are looking to prepare for administrative opportunities in the professional performing arts industry. The existing minor included a course with a hidden prerequisite (ACC 171 is a prerequisite for BBA 407) and a course that is rarely offered (THE 448). We consulted the Dean of the School of Business and multiple upper-level administrators in the not-for-profit professional and commercial performing arts industries to help guide these curriculum

changes. The updated curriculum will equip students with skills and knowledge required for entry-level administrative positions in the performing arts. After completing THE 348, ACC 185 (or ACC 171), and an internship, students can choose a 3-credit focus on Fundraising and Development by taking BBA 194 (1 credit) and BBA 202 (2 credits), or a 3-credit focus on Social Media and Marketing by taking THE 324 (3 credits) or by taking BBA 188 (1 credit) and BBA 189 (2 credits). While BBA 194 and BBA 202 are currently listed as experimental courses in the bulletin, the Department of Management and Business Innovation has communicated to us that those courses will be made permanent.

5. Date of departmental approvals:

Music, Multimedia, Theatre and Dance: 11/17/2023

Management and Business Innovation: 11/13/2023

Accounting: 11/15/2023

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Change to a Pass-Fail Grading System from the current Letter Grading System (for all students)

2. **From:**

Department(s)	Social Work
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	SWK
Course Prefix & Number	SWK 470
Course Title	Fieldwork I
Description	Placement in a community service agency two full days a week throughout the semester. NOTE: Students will receive a letter grade for this course.
Pre/ Co Requisites	PREREQUISITE: Completion of SWK 312 and SWK 306 with a minimum grade of C and completion of the College English requirement. CO-REQUISITE: SWK 440 (Fieldwork Seminar I)
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - CPP (Clinical Preparation Practicum), ELO - INTERN (Internship)
General Education Component	X 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:** Underline the changes

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SWK
Course Prefix & Number	SWK 470
Course Title	Fieldwork I
Description	<p>Placement in a community service agency two full days a week throughout the semester.</p> <p><u>NOTE: The grading system for this course for all students is Pass-Fail.</u></p>
Pre/ Co Requisites	<p>PREREQUISITE: Completion of SWK 312 and SWK 306 with a minimum grade of C and completion of the College English requirement.</p> <p>CO-REQUISITE: SWK 440 (Fieldwork Seminar I)</p>
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - CPP (Clinical Preparation Practicum), ELO - INTERN (Internship)
General Education Component	<p>X Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

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

The Department of Social Work is requesting that the grading for SWK-440, Fieldwork I, be changed to PASS/FAIL for all students from its current grading system of a standard letter grade.

There are a number of important reasons for this change.

i. This course consists of internships in the community, in which students are supervised by an agency social worker referred to as a Field (Practicum) Instructor. These agency social workers are not Lehman College faculty members, but are employees of agencies. Based on the written evaluations and verbal feedback of these Field Instructors, the grade for SWK-470 is determined by the students' instructor for Fieldwork Seminar I-SWK-440. As the Field Instructors are not college faculty members, and have a wide range of years of social work experience, it is not really fair to students to have letter grades based on their evaluations.

ii. The experiences that students receive at the social services agencies are quite different from each other involving a wide range of responsibilities and fields of practice. There is a range in complexity of the nature of the work among the different internship settings. It is not equitable to students to use a letter grading system to evaluate very different experiences. It is far more reasonable to use a dichotomous pass/fail system to ensure that students have met the core competencies for a social work student at a field placement based on the Council of Social Work Education criteria.

iii. The main purpose of field placements for social work students is hands-on skill acquisition, working in a social service setting. This is an internship model; not a classroom experience. The Department of Social Work faculty believe that this skill acquisition model for students should not involve a standardized grade as if it was a classroom experience.

iv. The standard practice across the vast majority of academic BA (and MSW) social work programs throughout the country is to use a pass/fail system to grade field (practicum) experiences. Lehman College has been an outlier in this regard. Schools and Departments of Social Work have long recognized the fairness and benefit of pass/fail grading for internships.

Therefore, we are requesting that the course, SWK-470, Fieldwork I, which involves the students' internship (practicum) two days a week at a community social service agency, be changed to a PASS/FAIL course. Currently, it is a course with a letter grading system.

5. Date of departmental approval: November 16, 2023

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Change to a Pass-Fail Grading System from the current Letter Grading System (for all students)

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

Department(s)	Social Work
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	SWK
Course Prefix & Number	SWK 471
Course Title	Fieldwork II
Description	Continuation of SWK 470 (Fieldwork I). Placement continues in the same community service agency two full days a week throughout the semester. NOTE: Students will receive a letter grade for this course.
Pre/ Co Requisites	PREREQUISITE: Completion of SWK 470 (Fieldwork I) with a minimum grade of C. COREQUISITE: SWK 441 (Fieldwork Seminar II)
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - CPP (Clinical Preparation Practicum), ELO - INTERN (Internship)
General Education Component	X 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:** Underline the changes

Department(s)	Social Work
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	Fieldwork (Practicum, Internship)
Course Prefix & Number	SWK-471
Course Title	Fieldwork II
Description	Continuation of SWK 470 (Fieldwork I). Placement continues in the same community service agency two full days a week throughout the semester. <u>NOTE: The grading system for this course for all students is Pass-Fail.</u>
Pre/ Co Requisites	PREREQUISITE: Completion of SWK 470 (Fieldwork I) with a minimum grade of C COREQUISITE: SWK 441 (Fieldwork Seminar II)
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - CPP (Clinical Preparation Practicum), ELO - INTERN (Internship)
General Education Component	X 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 Department of Social Work is requesting that the grading for SWK-441, Fieldwork II, be changed to PASS/FAIL for all students from its current grading system of a standard letter grade.

There are a number of important reasons for this change.

i. This course consists of internships in the community, in which students are supervised by an agency social worker referred to as a Field (Practicum) Instructor. These agency social workers are not Lehman College faculty members, but are employees of agencies. Based on the written evaluations and verbal feedback of these Field Instructors, the grade for SWK-471 is determined by the students' instructor for Fieldwork Seminar II-SWK-441. As the Field Instructors are not college faculty members, and have a wide range of years of social work experience, it is not really fair to students to have letter grades based on their evaluations.

ii. The experiences that students receive at the social services agencies are quite different from each other involving a wide range of responsibilities and fields of practice. There is a range in complexity of the nature of the work among the different internship settings. It is not equitable to students to use a letter grading system to evaluate very different experiences. It is far more reasonable to use a dichotomous pass/fail system to ensure that students have met the core competencies for a social work student at a field placement based on the Council of Social Work Education criteria.

iii. The main purpose of field placements for social work students is hands-on skill acquisition, working in a social service setting. This is an internship model; not a classroom experience. The Department of Social Work faculty believe that this skill acquisition model for students should not involve a standardized grade as if it was a classroom experience.

iv. The standard practice across the vast majority of academic BA (and MSW) social work programs throughout the country is to use a pass/fail system to grade field (practicum) experiences. Lehman College has been an outlier in this regard. Schools and Departments of Social Work have long recognized the fairness and benefit of pass/fail grading for internships.

Therefore, we are requesting that the course, SWK-471, Fieldwork II, which involves the students' internship (practicum) two days a week at a community social service agency, be changed to a PASS/FAIL course. Currently, it is a course with a letter grading system.

5. Date of departmental approval: November 16, 2023

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology, BA

Hegis Number: 2208.00

Program Code: 34034

Effective Term: Fall 2024

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

2. **From:**
Sociology, BA

Major Requirements: Prerequisites

Type: Completion requirement

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

SOC 166 - Fundamentals of Sociology

Complete at least 1 courses in the following Course Sets:

Sociology Electives 200 Level

Additional Comments:

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.

Major Requirements – overall

Type: Completion requirement

Earn at least 35 credits

Earn a minimum GPA of 2.0

Additional Comments:

At least 50% of the courses to complete the major may be taken online.

fulfill ALL of the following requirements:

Earn at least 18 credits

Major Requirements – Core Courses

Type: Completion requirement

Complete ALL of the following Courses:

SOC 300 - The Sociological Imagination

SOC 301 - Methods of Social Research

SOC 302 - Sociological Theory

SOC 303 - Advanced Methods of Social Research

SOC 345 - Quantitative analysis of Sociological Data

NOTES:

Students registering for SOC 300 and SOC 301 must have a ~~Sociology Grade Point Average of C (2.0) or better.~~

Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.

Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better. Satisfaction of the College math requirement prior to enrollment in these courses is strongly recommended.

Major Requirements – Concentration in General Sociology

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 18 credits

Complete ANY of the following Course Sets:

Sociology Electives 100 and 200 Level

Sociology Electives 300 & 400 Level

Sociology Electives 700 Level

At least 9 credits must be in SOC courses at the 300-, 400- or 700- level.

Major Requirements – Concentration in Demography & Population Health

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 18 credits

Complete ANY of the following Courses:

SOC 319 - Population and Society

SOC 320 - Immigration and Adaptation

SOC 339 - American Demography

SOC 305 - Sociology of Health Care

Complete ANY of the following Course Sets:

Sociology Electives 400 Level

Sociology Electives 700 Level

At least 9 credits of which must be chosen from the list above and any 400- or 700- Sociology Elective, with approval.

Additional Comments:

Note: Completion of the College math requirement prior to these courses is strongly recommended prior to enrollment in these courses.

Major Requirements – Concentration in Education, Inequality & Urban Studies

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 18 credits

Complete ANY of the following Courses:

SOC 309 - Social Inequality

SOC 334 - Urban Sociology in Global Perspective

SOC 336 - Education and Inequality

SOC 335 - Global and Cross-Cultural Perspectives on Education and Society.

Complete ANY of the following Course Sets:

Sociology Electives 400 Level

Sociology Electives 700 Level

At least 9 credits of which must be chosen from the list above and any 400- or 700- Sociology Elective, with approval.

3. **To:** Underline the changes

Sociology, BA

Major Requirements: Prerequisites

Type: Completion requirement

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

SOC 166 - Fundamentals of Sociology

Complete at least 1 courses in the following Course Sets:

Sociology Electives 200 Level

Additional Comments:

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.

Major Requirements – overall

Type: Completion requirement

Earn at least 38 credits

Earn a minimum GPA of 2.0

Additional Comments:

At least 50% of the courses to complete the major may be taken online.

fulfill ALL of the following requirements:

Earn at least 18 credits

Major Requirements – Core Courses

Type: Completion requirement

Complete ALL of the following Courses:

SOC 300 - The Sociological Imagination

SOC 301 - Methods of Social Research

SOC 302 - Sociological Theory

SOC 303 - Advanced Methods of Social Research

SOC 345 - Quantitative analysis of Sociological Data

NOTES:

Students registering for SOC 300 and SOC 301 must have a grade of at least C (2.0) in a prerequisite sociology course.

Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.

Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better. Satisfaction of the College math requirement prior to enrollment in these courses is strongly recommended.

Major Requirements – Concentration in General Sociology

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 18 credits

Complete ANY of the following Course Sets:

Sociology Electives 100 and 200 Level

Sociology Electives 300 & 400 Level

Sociology Electives 700 Level

At least 9 credits must be in SOC courses at the 300-, 400- or 700- level.

Major Requirements – Concentration in Demography & Population Health

Type: Completion requirement

fulfill ALL of the following requirements:

Earn at least 18 credits

Complete ANY of the following Courses:

SOC 319 - Population and Society

SOC 320 - Immigration and Adaptation

SOC 339 - American Demography

SOC 305 - Sociology of Health Care

SOC 311 - Social Scientific Perspectives on Health and Disability

Complete ANY of the following Course Sets:

Sociology Electives 400 Level

Sociology Electives 700 Level

At least 9 credits of which must be chosen from the list above and any 400- or 700- Sociology Elective, with approval.

Additional Comments:

Note: Completion of the College math requirement prior to these courses is strongly recommended prior to enrollment in these courses.

Major Requirements – Concentration in Education, Inequality & Urban Studies

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 18 credits

Complete ANY of the following Courses:

SOC 309 - Social Inequality

SOC 334 - Urban Sociology in Global Perspective

SOC 336 - Education and Inequality

SOC 335 - Global and Cross-Cultural Perspectives on Education and Society.

Complete ANY of the following Course Sets:

Sociology Electives 400 Level

Sociology Electives 700 Level

At least 9 credits of which must be chosen from the list above and any 400- or 700- Sociology Elective, with approval.

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

SOC 311 is a course that is very relevant for the Demography and Population Health Concentration and is offered on a regular basis. It will provide strong option for students in that concentration. The change to 38 credits is a correction to the catalog. The progression change reflects the fact that registration systems are not currently able to implement a major GPA-based screen.

5. Date of departmental approval: 10/19/2023

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Data Science Methods and Applications
Interdisciplinary Minor
Effective Term: Fall 2024

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

2. **From:**
Data Science Methods and Applications Interdisciplinary Minor

The 15 to 18-credit interdisciplinary minor in data science methods and applications is appropriate for students in majors across various disciplines who are interested in learning methods for working with big, complex, and/or "messy" data and application to real world topics. The minor provides students with interdisciplinary course work focused on obtaining, managing, analyzing, interpreting and communicating about data in all of its forms. Students will learn Python and R programming, as well as other languages used by data scientists.

Type: Completion requirement
Earn at least 15 credits

Minor Requirements: Required Courses
Type: Completion requirement

Group 1 Required (9 Credits)

Complete ALL of the following Courses:

MAT 128 - Foundations of Data Science

MAT 328 - Techniques in Data Science

SOC 348 - Reasoning with Data

MAT 128: (prerequisite: Score of 65 or higher on College Math section of Accuplacer exam or department permission.)

MAT 328: (prerequisite: MAT 128)

SOC 348: (prerequisite: Completion of College Math Requirement; PHI 169 or a 200 level Sociology course; or by permission of Department.)

Students with extensive computer programming or mathematics experience may, with the approval of the course instructor or the program coordinator, substitute an additional data science elective for MAT 128.

Group 1 Required (9 Credits)

Complete ALL of the following Courses:

MAT 128 - Foundations of Data Science

MAT 328 - Techniques in Data Science

SOC 348 - Reasoning with Data

MAT 128: (prerequisite: Score of 65 or higher on College Math section of Accuplacer exam or department permission.)

MAT 328: (prerequisite: MAT 128)

SOC 348: (prerequisite: Completion of College Math Requirement; PHI 169 or a 200 level Sociology course; or by permission of Department.)

Students with extensive computer programming or mathematics experience may, with the approval of the course instructor or the program coordinator, substitute an additional data science elective for MAT 128.

Group 2 (3-5 Credits)

Complete at least 1 of the following Courses:

SOC 345 - Quantitative analysis of Sociological Data

PSY 226 - Statistical Methods in Psychology

GEH 245 - Introduction to Quantitative Methods of Geography

ECO 302 - Economic Statistics

BBA 303 - Business Statistics I

BIO 240 - Biostatistics.

HSD 269 - Fundamentals of Biostatistics for Health Professionals

MAT 301 - Applied Statistics and Computer Analysis for Social Scientists

MAT 327 - Statistical Inference

MAT 330 - Probability and Statistics

SOC 345: (prerequisite: SOC 301 with a grade of C- or better)

~~PSY 226: (prerequisite: PSY 166; and MAT 132 or MAT 172 or MAT 174 or MAT 175)~~

~~ECO 302: (prerequisite: ECO 166; and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)~~

~~BBA 303: (prerequisite: MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)~~

~~BIO 240: (prerequisite: BIO 166 and BIO 167 and MAT 175)~~

~~HSD 269: (prerequisite: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing)~~

~~MAT 301: (prerequisite: MAT 132 and MAT 171)~~

~~MAT 327: (prerequisite: MAT 176)~~

~~MAT 330: (prerequisite: MAT 176), or another course approved by the program.~~

Group 3 Elective (3-4 credits)

Complete at least 1 of the following Courses:

SOC 339 - American Demography

GEP 330 - Spatial Statistics and Advanced Quantitative Methods in Geography

GEP 360 - Geovisualization and Analytic Cartography

GEP 205 - Principles of Geographic Information Science

GEP 321 - Introduction to Remote Sensing

GEP 380 - Emerging Methods and Techniques in Geographic Information Science (GISc)

ECO 402 - Econometrics

CMP 414 - Artificial Intelligence

MAT 327 - Statistical Inference

~~MAT 349 - Operations Research~~

CMP 446 - Computational Tools for Bioinformatics

DAT 310 - Data Visualization

GEH 320 - Population Geography

SOC 339: (prerequisite: SOC 301)

~~GEP 330: (prerequisite: GEP 204 or GEP 205 or instructor's permission. An introductory course in descriptive statistics is recommended.)~~

~~GEP 360: (prerequisite: GEP 204 or GEP 205 or Department Permission)~~

~~GEP 380: May be taken up to three times for credit, up to 9 credits, as topic changes.~~

~~ECO 402: (prerequisite: ECO 302 or BBA 303)~~

~~CMP 414: (prerequisite: CMP 338)~~

~~MAT 327: (prerequisite: MAT 176)~~

~~MAT 349: (prerequisite: MAT 313 and CMP 167)~~

~~CMP 446: (prerequisite: BIO 166, CMP 167, and CMP 232)~~

Additional Comments:

Or course approved by the program. Independent studies must present a proposal that explains the relationship to data science.

Data Science students should be aware that graduate programs in Data Science, Biostatistics, and Data Analytics generally expect that students have completed at least Calculus 1, Linear Algebra, and Programming 1 (CMP 167) at the undergraduate level.

3. To: Underline the changes

Data Science Methods and Applications Interdisciplinary Minor

Coordinator: Elin Waring (Sociology)

The 15 to 18-credit interdisciplinary minor in data science methods and applications is appropriate for students in majors across various disciplines who are interested in learning methods for working with big, complex, and/or "messy" data and application to real world topics. The minor provides students with interdisciplinary course work focused on obtaining, managing, analyzing, interpreting and communicating about data in all of its forms. Students will learn Python and R programming, as well as other languages used by data scientists.

Type: Completion requirement
Earn at least 15 credits

Minor Requirements: Required Courses
Type: Completion requirement

Group 1 Required (9 Credits)

Complete ALL of the following Courses:

MAT 128 - Foundations of Data Science

MAT 328 - Techniques in Data Science

SOC 348 - Reasoning with Data

MAT 128: (prerequisite: Score of 65 or higher on College Math section of Accuplacer exam or department permission.)

MAT 328: (prerequisite: MAT 128)

SOC 348: (prerequisite: Completion of College Math Requirement; PHI 169 or a 200 level Sociology course; or by permission of Department.)

Students with extensive computer programming or mathematics experience may, with the approval of the course instructor or the program coordinator, substitute an additional data science elective for MAT 128.

Group 2 (3-5 Credits)

Complete at least 1 of the following Courses:

SOC 345 - Quantitative analysis of Sociological Data

PSY 226 - Statistical Methods in Psychology: (prerequisite: PSY 166; and MAT 132 or MAT 172 or MAT 174 or MAT 175)

GEH 245 - Introduction to Quantitative Methods of Geography

ECO 302 - Economic Statistics: (prerequisite: ECO 166; and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)

BBA 303 - Business Statistics I: (prerequisite: MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)

BIO 240 - Biostatistics: (prerequisite: BIO 166 and BIO 167 and MAT 175)

HSD 269 - Fundamentals of Biostatistics for Health Professionals: (prerequisite: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing)

MAT 301 - Applied Statistics and Computer Analysis for Social Scientists: (prerequisite: MAT 132 and MAT 171)

MAT 327 - Statistical Inference:(prerequisite: MAT 176)

MAT 330 - Probability and Statistics:(prerequisite: MAT 176), or another course approved by the program.

CMP 340 - Introduction to Probability for Computer Science

SOC 345:(prerequisite: SOC 301 with a grade of C- or better)

Group 3 Elective (3-4 credits)

Complete at least 1 of the following Courses:

SOC 339 - American Demography:(prerequisite: SOC 301)

GEP 330 - Spatial Statistics and Advanced Quantitative Methods in Geography: prerequisites (GEP 204 or GEP 205 or instructors permission. An introductory course in descriptive statistics is recommended)

GEP 360-Geovisualization and Analytic Cartography:(prerequisites: GEP 204 or GEP 205 or departmental permission)

GEP 204 - Basic Mapping: Applications and Analysis

GEP 205 - Principles of Geographic Information Science

GEP 321 - Introduction to Remote Sensing

GEP 380 - Emerging Methods and Techniques in Geographic Information Science (GISc) May be taken up to three times for credit, up to 9 credits, as topic changes.

ECO 402 – Econometrics:(prerequisite: ECO 302 or BBA 303)

CMP 414 - Artificial Intelligence:(prerequisite: CMP 338)

MAT 327 - Statistical Inference

MAT 347 - Linear Programming and Convex Algebraic Geometry:(prerequisite: MAT 313)

CMP 446 - Computational Tools for Bioinformatics:(prerequisite: BIO 166, CMP 167, and CMP 232)

DAT 310 - Data Visualization

GEH 320 - Population Geography

SOC 311 - Social Scientific Perspectives on Health and Disability:(prerequisite: Any SOC 200 level or SOC 166)

CMP 333 Data Management and Analysis: (prerequisite: CMP 158, CMP 168, CMP 232 or department approval)

CMP 415 Machine Learning:(prerequisites: CMP 158, CMP 168, MAT 313)

MAT 349: (prerequisite: MAT 313 and CMP 167)

Additional Comments:

Or course approved by the program. Independent studies must present a proposal that explains the relationship to data science.

Data Science students should be aware that graduate programs in Data Science, Biostatistics, and Data Analytics generally expect that students have completed at least Calculus 1, Linear Algebra, and Programming 1 (CMP 167) at the undergraduate level.

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

This change will not impact the learning outcomes of the program. It will provide more flexibility for students and the ability to engage in a wider variety of courses that incorporate data science methods and applications concepts.

5. Date of departmental approval:

Data Science Steering Committee: 10/6/2023

Sociology Department: 10/19/2023

Senate Meeting – February 7, 2024
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Health Promotion and Nutrition Sciences

- Certificate changes: Advanced Certificate, Health Education

Liberal Studies Program

- Degree changes: M.A., Liberal Studies
- New course: MLS 794

Management And Business Innovation

- Degree changes: M.S., Business Administration
- New courses: MSB 706 and MSB 736
- Course change: MSB 731

Music, Multimedia, Theatre, And Dance

- New program: Advanced Certificate, Music Education Grades K-12
- Degree changes: M.A.T., Applied Music and Music Teaching

Informational Items:

Notifying senators and other attendees of informational items from the following departments, which were discussed and already approved by the Graduate Studies Committee. These tracks were developed as part of a special \$30 million initiative to create residency programs and partner with the New York City Department of Education to address teacher shortages and to pay stipends to Lehman students:

Early Childhood and Childhood Education

- Degree changes: New residency track for M.S.Ed., Early Childhood/Bilingual Extension
- Degree changes: New residency track for M.S.Ed., Elementary Education/Bilingual Extension
- New Courses: EDC 796; EDE 785

Middle And High School Education

- Degree changes: New residency track for M.S.Ed., English Education 7-12
- Degree changes: New residency track for M.S.Ed., Science Education
- Degree changes: New residency track for M.S.Ed., Mathematics 7-12
- Degree changes: New residency track for M.A., Social Studies 7-12

Next meeting: **March 6, 2024, at 11 a.m.**

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: ECEBI-MSED - Early Childhood Education
Bilingual

Hegis Number: 8023.00

Program Code: 25776

Effective Term: Fall 2024

1. **Type of Change:** Degree requirements (addition of a new sequence)

2. **From:**

Major Requirements - Admission Requirements

Type: Completion requirement

A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.

Two letters of recommendation.

An essay outlining career goals (500 words).

An interview might be scheduled upon faculty request.

Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.

Major Requirements - Overall

Type: Completion requirement

To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth – Grade 2)

Fulfill ALL of the following requirements:

Submit Scores on the EdTPA, Educating ALL Students Test (EAS), and Revised Content Specialty Tests (CST)

Earn at least 45 credits

Complete 45-48 credits of prescribed course work.

Submit Professional Portfolio.

Complete and Submit a Satisfactory Culminating Project.

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2

EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2

EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)

AND EDC 709 - Multilingualism in the Classroom, Birth to Grade 6

Complete ALL of the following Courses:
EBS 701 - Issues in Bilingualism

Apply for initial or professional certification by completing the requirements for a Bilingual Extension.

Pass Bilingual Education Assessment (BEA).

Additional Comments:

Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program.

All students will complete the curriculum corresponding to one of the sequences below: 39-42 credits (Sequence 2); 42-45 credits (Sequence 4); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education.

Major Requirements - Core Requirements/Curriculum: Sequence 2

Type: Completion requirement

M.S.Ed. in Early Childhood Education leading to Bilingual Extension for Students who already possess New York State Certification.

Fulfill ALL of the following requirements:

Foundations

Earn at least 15 credits from the following:

- EDC 721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC 722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC 735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS 702 - The Young Child with Special Needs
- EBS 701 - Issues in Bilingualism
- OR EDC 709 - Multilingualism in the Classroom, Birth to Grade 6

Methods Courses

Earn at least 21 credits from the following:

- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- EDC 715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC 716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC 717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2

- EDC 718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

Master's Project

Earn at least 3 credits from the following:

- EDC 756 - Teacher as Researcher and Writer

Major Requirements - Core Requirements/Curriculum: Sequence 4

Type: Completion requirement

M.S.Ed. in Early Childhood Leading to initial New York State Certification in Early Childhood Education (Birth–grade 2) and Bilingual Extension.

Fulfill ALL of the following requirements:

Foundations

Earn at least 15 credits from the following:

- EDC 721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC 722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC 735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS 702 - The Young Child with Special Needs
- EBS 701 - Issues in Bilingualism
- OR EDC 709 - Multilingualism in the Classroom, Birth to Grade 6

Methods Courses

Earn at least 21 credits from the following:

- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- EDC 715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC 716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC 717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC 718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDC 795 - Student Teaching/Internship Seminar
- EDC 781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2
- OR EDC 784 - Supervised Student Teaching Internship, Birth to Grade 2

Master's Project

Earn at least 3 credits from the following:

- EDC 756 - Teacher as Researcher and Writer

Major Requirements - Core Requirements/Curriculum: Sequence 6

Type: Completion requirement

M.S.Ed. in Early Childhood Education Leading to Initial New York State Certification in Early Childhood (Birth–grade 2) and Bilingual Extension for Minor to Masters Lehman College Students.

Fulfill ALL of the following requirements:

Foundations

Earn at least 6 credits from the following:

- EDS 702 - The Young Child with Special Needs
- EDS 743 - Behavioral Assessment, Management, and Change

Methods Courses

- Earn at least 15 credits from the following:
- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC 717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDS 704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDC 795 - Student Teaching/Internship Seminar
- EDC 790 - Supervised Student Teaching: Pre-K to Grade 2 OR EDC 781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2

Master's Project

Earn at least 3 credits from the following:

- EDC 756 - Teacher as Researcher and Writer

3. To:

Major Requirements - Admission Requirements

Type: Completion requirement

A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.

Two letters of recommendation.

An essay outlining career goals (500 words).

An interview might be scheduled upon faculty request.

Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.

Major Requirements - Overall

Type: Completion requirement

To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth – Grade 2)

Fulfill ALL of the following requirements:

Submit Scores on the EdTPA, Educating ALL Students Test (EAS), and Revised Content Specialty Tests (CST)

Earn at least 45 credits

Complete 45-48 credits of prescribed course work.

Submit Professional Portfolio.

Complete and Submit a Satisfactory Culminating Project.

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2

EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2

EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)

AND EDC 709 - Multilingualism in the Classroom, Birth to Grade 6

Complete ALL of the following Courses:

EBS 701 - Issues in Bilingualism

Apply for initial or professional certification by completing the requirements for a Bilingual Extension.

Pass Bilingual Education Assessment (BEA).

Additional Comments:

Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program.

All students will complete the curriculum corresponding to one of the sequences below: 39-42 credits (Sequence 2); 42-45 credits (Sequence 4); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education.

Major Requirements - Core Requirements/Curriculum: Sequence 2

Type: Completion requirement

M.S.Ed. in Early Childhood Education leading to Bilingual Extension for Students who already possess New York State Certification.

Fulfill ALL of the following requirements:

Foundations

Earn at least 15 credits from the following:

- EDC 721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC 722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2

- EDC 735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS 702 - The Young Child with Special Needs
- EBS 701 - Issues in Bilingualism
- OR EDC 709 - Multilingualism in the Classroom, Birth to Grade 6

Methods Courses

Earn at least 21 credits from the following:

- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- EDC 715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC 716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC 717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC 718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

Master's Project

Earn at least 3 credits from the following:

- EDC 756 - Teacher as Researcher and Writer

Major Requirements - Core Requirements/Curriculum: Sequence 4

Type: Completion requirement

M.S.Ed. in Early Childhood Leading to initial New York State Certification in Early Childhood Education (Birth–grade 2) and Bilingual Extension.

Fulfill ALL of the following requirements:

Foundations

Earn at least 15 credits from the following:

- EDC 721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC 722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC 735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS 702 - The Young Child with Special Needs
- EBS 701 - Issues in Bilingualism
- OR EDC 709 - Multilingualism in the Classroom, Birth to Grade 6

Methods Courses

Earn at least 21 credits from the following:

- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2

- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- EDC 715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC 716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC 717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC 718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDC 795 - Student Teaching/Internship Seminar
- EDC 781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2
- OR EDC 784 - Supervised Student Teaching Internship, Birth to Grade 2

Master's Project

Earn at least 3 credits from the following:

- EDC 756 - Teacher as Researcher and Writer

Major Requirements - Core Requirements/Curriculum: Sequence 6

Type: Completion requirement

M.S.Ed. in Early Childhood Education Leading to Initial New York State Certification in Early Childhood (Birth–grade 2) and Bilingual Extension for Minor to Masters Lehman College Students.

Fulfill ALL of the following requirements:

Foundations

Earn at least 6 credits from the following:

- EDS 702 - The Young Child with Special Needs
- EDS 743 - Behavioral Assessment, Management, and Change

Methods Courses

- Earn at least 15 credits from the following:
- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC 717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDS 704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDC 795 - Student Teaching/Internship Seminar
- EDC 790 - Supervised Student Teaching: Pre-K to Grade 2 OR EDC 781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2

Master's Project

Earn at least 3 credits from the following:

- EDC 756 - Teacher as Researcher and Writer

Major Requirements - Core Requirements/Curriculum: Sequence 8 (Residency)

Type: Completion requirement

M.S.Ed. in Early Childhood Leading to initial New York State Certification in Early Childhood Education (Birth–grade 2) and Bilingual Extension.

Fulfill ALL of the following requirements:

Foundations

Earn at least 15 credits from the following:

- EDC 721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC 722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC 735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS 702 - The Young Child with Special Needs
- EDC 709 - Multilingualism in the Classroom, Birth to Grade 6

Methods Courses

- Earn at least 21 credits from the following:
- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- EDC 715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC 716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC 717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC 718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

Residency Practicum

Earn 1 credit from the following:

- EDC 796: Supervised Residency in Early Childhood Bilingual Settings, birth-2nd grade.

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDC 795 - Student Teaching/Internship Seminar
- EDC 781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2
- OR EDC 784 - Supervised Student Teaching Internship, Birth to Grade 2

Master's Project

Earn at least 3 credits from the following:

- EDC 756 - Teacher as Researcher and Writer

4. Rationale:

Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in the critical shortage area of bilingual education. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

5. Date of departmental approval: November 2, 2023

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: EEB-MSED - Elementary Education with Bilingual Extension

Hegis Number: 0802.00

Program Code: 25797

Effective Term: Fall 2024

1. **Type of Change:** Degree requirements (addition of a new sequence)

2. **From:**

Major Requirements - Admission Requirements

Type: Completion requirement

Additional Comments:

A bachelor's degree or equivalent from an accredited college or university with a GPA of 3.0 for all undergraduate and graduate work completed prior to acceptance.

Two letters of recommendation.

An interview might be scheduled by faculty request. (Requirements and procedures are available in the Department office, Carman Hall, Room B-32.)

Type: Completion requirement

To Qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth-Grade 2)

Fulfill ALL of the following requirements:

Submit scores on Educating All Students Test (EAS), and Content Specialty Test (CST).

Earn at least 30 credits

- Complete 30-45 credits of prescribed coursework.

Submit Professional Portfolio.

Submit and pass edTPA.

Apply for initial or professional certification by completing the requirements for a Bilingual Extension.

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 727 - Teaching English as a New Language, Grades 1 to 6)
- EBS 701 - Issues in Bilingualism
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6

Pass Bilingual Education Assessment (BEA).

Additional Comments:

- Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program.
- All students will complete the curriculum corresponding to one of the sequences below: 39-42 credits (Sequence 2); 42-45 credits (Sequence 4); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education.

Major Requirements - Core Requirements/Curriculum: Sequence 2

Type: Completion requirement

M.S.Ed. in Childhood Education leading to Bilingual Extension for students who already possess New York State certification.

Fulfill ALL of the following requirements:

Foundations

Earn at least 12 credits from the following:

- EDE 721 - Child Study and Developmental Assessment, Grade 1 to 6
 - EDE 722 - Program Design in Childhood Settings — Grades 1-6
 - EDS 707 - The Childhood Student with Disabilities
 - EBS 701 - Issues in Bilingualism
- OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6

Methods Courses

Earn at least 24 credits from the following:

- EDE 712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
- EDE 716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- EDE 717 - Learning and Teaching Science in Childhood Settings : Grades 1 to 6
- EDE 740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Master's Project

Earn at least 3 credits from the following:

- EDE 756 - Teacher as Researcher

Major Requirements - Core Requirements/Curriculum: Sequence 4

Type: Completion requirement

M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension.

Fulfill ALL of the following requirements:

Foundations

Earn at least 12 credits from the following:

- EDE 721 - Child Study and Developmental Assessment, Grade 1 to 6
- EDE 722 - Program Design in Childhood Settings — Grades 1-6
- EBS 701 - Issues in Bilingualism
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDS 707 - The Childhood Student with Disabilities

Methods Courses

Earn at least 24 credits from the following:

- EDE 712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
- EDE 716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- EDE 717 - Learning and Teaching Science in Childhood Settings : Grades 1 to 6
- EDE 740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDE 783 - Student Teaching Seminar
- EDE 782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
OR EDE 784 - Supervised Student Teaching Internship: Grades 1-6

Master's Project

Earn at least 3 credits from the following:

- EDE 756 - Teacher as Researcher

Major Requirements - Core Requirements/Curriculum: Sequence 6

Type: Completion requirement

M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension for Minor to Masters Lehman College students.

Fulfill ALL of the following requirements:

Foundations

Earn at least 6 credits from the following:

- EDS 707 - The Childhood Student with Disabilities
- EDS 743 - Behavioral Assessment, Management, and Change

Methods Courses

Earn at least 15 credits from the following:

- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6

- EDE 740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE 717 - Learning and Teaching Science in Childhood Settings : Grades 1 to 6
- EDS 709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDE 783 - Student Teaching Seminar
- EDE 782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
OR EDE 784 - Supervised Student Teaching Internship: Grades 1-6

Master's Project

Earn at least 3 credits from the following:

- EDE 756 - Teacher as Researcher

3. To:

Major Requirements - Admission Requirements

Type: Completion requirement

Additional Comments:

A bachelor's degree or equivalent from an accredited college or university with a GPA of 3.0 for all undergraduate and graduate work completed prior to acceptance.

Two letters of recommendation.

An interview might be scheduled by faculty request. (Requirements and procedures are available in the Department office, Carman Hall, Room B-32.)

Type: Completion requirement

To Qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth-Grade 2)

Fulfill ALL of the following requirements:

Submit scores on Educating All Students Test (EAS), and Content Specialty Test (CST).

Earn at least 30 credits

- Complete 30-45 credits of prescribed coursework.

Submit Professional Portfolio.

Submit and pass edTPA.

Apply for initial or professional certification by completing the requirements for a Bilingual Extension.

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 727 - Teaching English as a New Language, Grades 1 to 6)
- EBS 701 - Issues in Bilingualism
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6

Pass Bilingual Education Assessment (BEA).

Additional Comments:

- Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program.
- All students will complete the curriculum corresponding to one of the sequences below: 39-42 credits (Sequence 2); 42-45 credits (Sequence 4); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education.

Major Requirements - Core Requirements/Curriculum: Sequence 2

Type: Completion requirement

M.S.Ed. in Childhood Education leading to Bilingual Extension for students who already possess New York State certification.

Fulfill ALL of the following requirements:

Foundations

Earn at least 12 credits from the following:

- EDE 721 - Child Study and Developmental Assessment, Grade 1 to 6
- EDE 722 - Program Design in Childhood Settings — Grades 1-6
- EDS 707 - The Childhood Student with Disabilities
- EBS 701 - Issues in Bilingualism
- OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6

Methods Courses

Earn at least 24 credits from the following:

- EDE 712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
- EDE 716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- EDE 717 - Learning and Teaching Science in Childhood Settings : Grades 1 to 6
- EDE 740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Master's Project

Earn at least 3 credits from the following:

- EDE 756 - Teacher as Researcher

Major Requirements - Core Requirements/Curriculum: Sequence 4

Type: Completion requirement

M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension.

Fulfill ALL of the following requirements:

Foundations

Earn at least 12 credits from the following:

- EDE 721 - Child Study and Developmental Assessment, Grade 1 to 6
- EDE 722 - Program Design in Childhood Settings — Grades 1-6
- EBS 701 - Issues in Bilingualism
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDS 707 - The Childhood Student with Disabilities

Methods Courses

Earn at least 24 credits from the following:

- EDE 712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
- EDE 716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- EDE 717 - Learning and Teaching Science in Childhood Settings : Grades 1 to 6
- EDE 740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDE 783 - Student Teaching Seminar
- EDE 782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
OR EDE 784 - Supervised Student Teaching Internship: Grades 1-6

Master's Project

Earn at least 3 credits from the following:

- EDE 756 - Teacher as Researcher

Major Requirements - Core Requirements/Curriculum: Sequence 6

Type: Completion requirement

M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension for Minor to Masters Lehman College students.

Fulfill ALL of the following requirements:

Foundations

Earn at least 6 credits from the following:

- EDS 707 - The Childhood Student with Disabilities
- EDS 743 - Behavioral Assessment, Management, and Change

Methods Courses

Earn at least 15 credits from the following:

- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE 717 - Learning and Teaching Science in Childhood Settings : Grades 1 to 6

- EDS 709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDE 783 - Student Teaching Seminar
- EDE 782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
OR EDE 784 - Supervised Student Teaching Internship: Grades 1-6

Master's Project

Earn at least 3 credits from the following:

- EDE 756 - Teacher as Researcher

Major Requirements - Core Requirements/Curriculum: Sequence 8 (Residency)

Type: Completion requirement

M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension.

Fulfill ALL of the following requirements:

Foundations

Earn at least 12 credits from the following:

- EDE 721 - Child Study and Developmental Assessment, Grade 1 to 6
- EDE 722 - Program Design in Childhood Settings — Grades 1-6
- EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDS 707 - The Childhood Student with Disabilities

Methods Courses

Earn at least 24 credits from the following:

- EDE 712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE 715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
- EDE 716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- EDE 717 - Learning and Teaching Science in Childhood Settings : Grades 1 to 6
- EDE 740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Residency Practicum

Earn 1 credit from the following:

- EDE 785 Supervised Residency in Childhood Bilingual Settings, Grades 1-6

Student Teaching Practicum

Earn at least 6 credits from the following:

- EDE 783 - Student Teaching Seminar
- EDE 782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
OR EDE 784 - Supervised Student Teaching Internship: Grades 1-6

Master's Project

Earn at least 3 credits from the following:

EDE 756 - Teacher as Researcher

4. **Rationale:**

Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in the critical shortage area of bilingual education. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

5. **Date of departmental approval:** November 2, 2023

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood 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	Early Childhood Education
Course Prefix & Number	EDC 796
Course Title	Supervised Residency in Early Childhood Bilingual Settings, birth-2nd grade.
Description	The supervised residency experience will be conducted collaboratively with residency site; providing intensive and extensive opportunities for residents to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical residency experience will take place in bilingual/multicultural settings that include students with disabilities and students of different early childhood age/grade levels (birth-2nd grade) with particular emphasis on the bilingual classroom. Residents are required to spend five full days each week in their residency site.
Pre/ Co Requisites	Successful completion of 30 credits in foundational and methods courses. Enrollment in Sequence 8 Residency Program.
Credits	3
Hours	500 clinical hours
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
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3. **Rationale:**

This course is needed for the new bilingual residency program in Early Childhood Education (Sequence 8). Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in the critical shortage area of bilingual education. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

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

Resident outcomes expected upon successfully completing the course:

Residents will be able to plan, instruct and assess their lessons and be reflective and intentional in their own teaching practices.

Knowledge:

1. Knowledge of the Learner:

- Demonstrate knowledge of and respect for the unique cultural/linguistic family and community-based experiences and strengths that children bring into the classrooms.
- Demonstrate knowledge of culturally/linguistically & developmentally appropriate theories and frameworks that supports and affirms the social-emotional and cognitive development of all children.
- Demonstrate an understanding of the CR-S Framework, Early Learning Guidelines, Pre-K Foundations for the Common Core, Next Generation Learning Standards.
- Evaluate and demonstrate culturally/linguistically, and developmentally appropriate use of instructional strategies with children and families in order to foster healthy social-emotional and cognitive development.
- Demonstrate an ability to assess lessons and reflect on what was successful and what was not in order to enhance practice and ongoing planning and assessment in early childhood bilingual/dual language settings.

Skills:

- Plan and implement culturally/linguistically affirming, and developmentally appropriate curriculum.
- Implement culturally/linguistically affirming, and developmentally appropriate instructional practices based on the observation, description, documentation and interpretation of children's development and culturally/linguistically responsive-

sustaining (CS-R) principles. (CR-S Framework, Next Generation, Early Learning Guidelines, Danielson Framework).

Dispositions:

Residents will have multiple opportunities throughout the course to explore the role of teachers as agents for social change. To accomplish this, they will:

- Demonstrate the ability to respect, understand, and utilize children's family & community-based cultural/linguistic strengths/assets to support learning and build relationships with children, families, and community.
- Demonstrate the ability to develop respect and rapport with young children.

- Demonstrate a humane view of caring and respect for one another, their future students and the communities in which they will teach.
- Guide individuals and groups of children to develop positive social interactions and to promote problem solving and conflict resolution strategies, to develop personal self-control, self-motivation, and self-esteem.

5. **Date of Departmental Approval:** November 2, 2023

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood 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	Childhood Education
Course Prefix & Number	EDE 785
Course Title	Supervised Residency in Childhood Bilingual Settings, Grades 1-6
Description	1 credit-15 instructional hours. 500 clinical hours. Conducted collaboratively with residency site; providing intensive and extensive opportunities for residents to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. Clinical residency experience will take place in bilingual/multicultural settings that include students with disabilities and students of different childhood age/grade levels (1-6 grades) with particular emphasis on the bilingual classroom. NOTE: Residents are required to spend five full days each week in their residency site.
Pre/ Co Requisites	Successful completion of 30 credits in foundational and methods courses. Enrollment in Sequence 8 Residency Program.
Credits	3
Hours	500 clinical hours
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

	<p>_____ US Experience in its Diversity</p> <p>_____ Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p>
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3. **Rationale:**

This course is needed for the new bilingual residency program in Childhood Education (Sequence 8). Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in the critical shortage area of bilingual education. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

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

Students will be able to plan and facilitate bilingual learning experiences across disciplines.

Danielson Domains Addressed:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

Domain 2: Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2d. Managing Student Behavior

Domain 3: Instruction

- 3a. Communicating With Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

4e. Growing and Developing Professionally

4f. Showing Professionalism

INTASC Standards:

1. Learner Development

2. Learning Differences

3. Learning Environments

4. Content Knowledge

5. Innovative Applications

6. Assessment

7. Planning

8. Instructional Strategies

9. Reflection

10. Collaboration

5. **Date of Departmental Approval:** November 2, 2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Health Education

Hegis Number: 0837

Program Code: 39592

Effective Term: Fall 2024

1. **Type of Change**: Change in Advanced Certificate requirements

2. **From**:
Advanced Certificate in Health Education

The Advanced Certificate in Health Education is an 18-credit program that prepares educators to provide school health education instruction. Upon completion of the program the candidates are eligible to apply for the New York State Department of Education (NYSED) Health Education certification. This program will be offered to students who already possess a master's degree and a New York State (NYS) initial or professional certification in any subject area. Therefore, this program offers an alternative route to eligibility for New York State Certification in Health Education without completing a separate master's degree in health education. Students will need to possess prerequisite health content courses for admission.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- 15 credits required, to be approved by the program to meet the NYSED 30 credit minimum health education content requirement.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (6 credits):		Credits
HEA 671	Teaching Strategies for Health; Psychosocial Wellness	3
HEA 507	Human Sexuality	3

Student Teaching Internship (3 Credits):

ESC 708	Curriculum, Materials, and Assessment, and Field Work in Health Education	3
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Elective Courses (~~9~~ credits):

		Credits
HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 626	Mental Health for the Classroom Teacher	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health Education	3

3. To:**Advanced Certificate in Health Education**

The Advanced Certificate in Health Education is an 18-credit program that prepares educators to provide school health education instruction. Upon completion of the program the candidates are eligible to apply for the New York State Department of Education (NYSED) Health Education certification. This program will be offered to students who already possess a master's degree and a New York State (NYS) initial or professional certification in any subject area. Therefore, this program offers an alternative route to eligibility for New York State Certification in Health Education without completing a separate master's degree in health education. Students will need to possess prerequisite health content courses for admission.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- 15 credits required, to be approved by the program to meet the NYSED 30 credit minimum health education content requirement.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (<u>9</u> credits):	Credits
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HEA 671	Teaching Strategies for Health; Psychosocial Wellness	3
HEA 507	Human Sexuality	3
<u>HEA 626</u>	<u>Mental Health for the Classroom Teacher</u>	<u>3</u>
Student Teaching Internship (3 Credits):		
HEA 708	Curriculum, Materials, and Assessment, and Field Work in Health Education	3
Elective Courses (<u>6 credits</u>):		Credits
HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health Education	3

4. **Rationale:**

HEA 626 Mental Health for the Classroom teacher is currently an elective that needs to be changed to a required course to ensure that students are meeting national and state standards for mental health and the need to incorporate social-emotional learning into the classroom curriculum. This course is already a requirement in the Health Education M.S.Ed. program so making it a requirement in the Health Education Advanced Certificate will create consistency across tracks.

5. **Date of departmental approval:** 10/25/2023

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

M.A. PROGRAM IN LIBERAL STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Liberal Studies, M.A.

Hegis Number: 4901.00

Program Code: 90048

Effective Term: Fall 2024

1. **Type of Change**: Degree requirements

2. **From**:

36-Credit Interdisciplinary Program in Liberal Studies, M.A.

The M.A. in Liberal Studies Program is an interdisciplinary 36-credit degree program that allows students to design and pursue an individual course of study among several different departments at Lehman College. Students take a 12-credit core of Liberal Studies courses and 18 credits of graduate electives from various departments. The final requirement is to write a 6-credit master's thesis under the supervision of a faculty member, with the option of substituting a 3-credit capstone project ~~and an additional elective.~~

Admission Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree with at least a 3.0 grade point average or its foreign equivalent from an accredited college or university. In exceptional cases student with a cumulative undergraduate grade-point average below 3.0 may apply by special petition.

Recommendation & Personal Statement

- Submission of an autobiographical letter.
- Two letters of recommendation.

Additional Comments:

- Submission of a tentative course list related to the area intended to be pursued as a concentration.

Masters Requirements—Masters of Arts

Type: Completion requirement

Earn at least 36 credits

Transfer Credits

- With appropriate permission, matriculated graduate students may apply to transfer up to 12 credits of graduate courses that have been earned within the last five years. A maximum of six credits can be transferred from courses applied toward a previously awarded master's degree.

Credit for Life Experience

- With appropriate permission, matriculated graduate students who have not earned any other life-experience credits within the last five years may earn up to 6 credits (to be treated as transfer credits) for Prior Learning Assessment. PLA is based on the student's ability to demonstrate learning that has taken place through volunteer activities or employment services. ~~This knowledge must fall within one or more of the academic disciplines of the college.~~ PLA rewards students for the time and advancement they have achieved in alternative learning settings. PLA must be in an appropriate field and is approved by the Program director. ~~Students interested in PLA may register for a non-credit Portfolio Development workshop offered by the Office of Continuing Education.~~

Advisement

- Upon admission, each student is assigned a faculty adviser with special knowledge of the student's anticipated area of concentration. In consultation with his or her faculty adviser, a student develops a coherent course of study that must provide a balanced, interdisciplinary selection of courses in the spirit of the Liberal Studies Program. ~~When a student is ready to choose a particular area of special research interest, he or she is assigned to an appropriate adviser with a particular interest in or special knowledge of the subject in question.~~ Students who lack sufficient prerequisites for the particular area of study in which they choose to concentrate (e.g., the foreign languages required for focused historical or geopolitical study) are advised to add appropriate undergraduate courses to their graduate course-load.

Time Limit

- Degree candidates must complete all requirements for the degree within a period of five years following matriculation.

MASTERS REQUIREMENTS—Thesis Option

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Courses

Complete ALL of the following Courses:

- MLS 701 Introduction to Liberal Studies
- MLS 702 The Arts and Humanities
- MLS 703 The Social Sciences
- MLS 704 The Natural Sciences

Electives

Earn at least 18 credits:

Students may select any graduate courses in the Liberal Arts offered by Lehman College (~~consult the list of departments below~~), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

Thesis

Complete ALL of the following Courses:

~~MAT 797—Independent Study~~

~~A written thesis proposal must be approved by the Faculty Advisory Committee, assuming prior approval by the student’s first and second readers, by the time the student has completed 20 credits and is about to begin serious research or study related to the master’s thesis.~~

~~Upon completion of all course work and submission of the thesis or capstone project, all students must successfully pass a one-hour oral defense with their thesis/capstone committee. The chair of this committee and primary reader/adviser of the thesis/capstone is a faculty member in the field addressed by the thesis/capstone; the second reader of the thesis/capstone will usually be a program faculty adviser, but not necessarily in all cases.~~

MASTERS REQUIREMENTS—Capstone Option

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Courses

Complete ALL of the following Courses:

MLS 701	Introduction to Liberal Studies
MLS 702	The Arts and Humanities
MLS 703	The Social Sciences
MLS 704	The Natural Sciences

Electives

Earn at least ~~24~~ credits:

Students may select any graduate courses in the Liberal Arts offered by Lehman College (~~consult the list of departments below~~), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

Complete ALL of the following Courses:

MLS 796	Capstone Project
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Students who plan to do a capstone project first must successfully complete ~~33~~ **33** credits of course work with a 3.0 average. They then must meet with two approved readers to frame an interdisciplinary capstone project (**MLS 796**), to be completed under the direction of an adviser from the program.

~~Upon completion of all course work and submission of the thesis or capstone project, all students must successfully pass a one-hour oral defense with their thesis/capstone committee. The chair of this committee and primary reader/adviser of the thesis/capstone is a faculty member in the field addressed by the thesis/capstone; the second reader of the thesis/capstone will usually be a program faculty adviser, but not necessarily in all cases.~~

3. To:**33 to 36-Credit Interdisciplinary Program in Liberal Studies, M.A.**

The M.A. in Liberal Studies Program is an interdisciplinary 33 to 36-credit degree program that allows students to design and pursue an individual course of study among several different departments at Lehman College. Students take a 12-credit core of Liberal Studies courses and 18 credits of graduate electives from various departments. The final requirement is to write a 6-credit master's thesis under the supervision of a faculty member, with the option of substituting a 3-credit capstone project.

Admission Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree with at least a 3.0 grade point average or its foreign equivalent from an accredited college or university. In exceptional cases student with a cumulative undergraduate grade-point average below 3.0 may apply by special petition.

Recommendation & Personal Statement

- Submission of an autobiographical letter.
- Two letters of recommendation.

Additional Comments:

- Submission of a tentative course list related to the area intended to be pursued as a concentration.

Masters Requirements—Masters of Arts

Type: Completion requirement

Earn at least 33-36 credits

Transfer Credits

- With appropriate permission, matriculated graduate students may apply to transfer up to 12 credits of graduate courses that have been earned within the last five years. A maximum of six credits can be transferred from courses applied toward a previously awarded master's degree.

Credit for Life Experience

- With appropriate permission, matriculated graduate students who have not earned any other life-experience credits within the last five years may earn up to 6 credits (to be treated as transfer credits) for Prior Learning Assessment. PLA is based on the student's ability to demonstrate learning that has taken place through volunteer activities or employment services. PLA rewards students for the time and advancement they have achieved in alternative learning settings. PLA must be related to their coursework in the MALS program, must exhibit evidence of graduate-level research, and must be approved by the Program director.

Advisement

- Upon admission, each student is assigned a faculty adviser with special knowledge of the student's anticipated area of concentration. In

consultation with his or her faculty adviser, a student develops a coherent course of study that must provide a balanced, interdisciplinary selection of courses in the spirit of the Liberal Studies Program. Students who lack sufficient prerequisites for the particular area of study in which they choose to concentrate (e.g., the foreign languages required for focused historical or geopolitical study) are advised to add appropriate undergraduate courses to their graduate course-load.

Time Limit

- Degree candidates must complete all requirements for the degree within a period of five years following matriculation.

MASTERS REQUIREMENTS—Thesis Option (36 credits)

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Courses

Complete ALL of the following Courses:

MLS 701	Introduction to Liberal Studies
MLS 702	The Arts and Humanities
MLS 703	The Social Sciences
MLS 704	The Natural Sciences

Electives

Earn at least 18 credits:

Students may select any graduate courses in the Liberal Arts offered by Lehman College or enroll in an internship (MLS 794) or an independent study (MLS 795) with a supervisor approved by the Program adviser.

Thesis

Complete ALL of the following Courses:

MLS 797 Master's Thesis Preparation

By the time the student has completed 30 credits, they are expected to present a written two-page thesis proposal and bibliography to their first and second readers. After approval by the readers, the proposal must be approved by the Faculty Advisory Committee

Upon completion of all course work and submission of the thesis project, all students must participate in an online presentation of their work attended by all graduating students.

MASTERS REQUIREMENTS—Capstone Option (33 credits)

Type: Completion requirement

Fulfill ALL of the following requirements:**Core Courses**

Complete ALL of the following Courses:

MLS 701	Introduction to Liberal Studies
MLS 702	The Arts and Humanities
MLS 703	The Social Sciences
MLS 704	The Natural Sciences

Electives

Earn at least 18 credits:

Students may select any graduate courses in the Liberal Arts offered by Lehman College or enroll in an internship (MLS 794) or independent study (MLS 795) with a supervisor approved by the Program adviser.

Complete ALL of the following Courses:

MLS 796	Capstone Project
---------	------------------

Students who plan to do a capstone project first must successfully complete 30 credits of course work with a 3.0 average. They then must meet with two approved readers to frame an interdisciplinary capstone project (**MLS 796**), to be completed under the direction of an adviser from the program.

Upon completion of all course work and submission of the capstone project, all students must participate in an online presentation of their work attended by all graduating students.

4. Rationale:

The change from 36 credits to 33 credits for the Capstone Option of the M.A. in Liberal Arts (MALS) program entails removing the requirement that students who choose to take the 3-credit capstone class need to take an additional elective. This change was recommended by the most recent external review of MALS and is intended to reduce the overall number of credits for most students (70% of whom have chosen the capstone option since that was introduced). This change brings the MALS program closer in line with competing programs, nearly all of which are either 30 or 33 credits and reduces the cost of the program for students who choose the capstone option. The Thesis Option of MALS is still available for students for a total of 36 credits. The MALS Steering Committee

determined that reducing the number of credits to 33 for students who write a thesis would be insufficient preparation for the thesis, so the number of credits for that option (36 credits) is not changing.

The new course, MLS 794 (Internship) has been added to MLS 795 in the sections describing eligible electives.

The phrase “consult the list of departments below” was deleted because the newly-formatted catalogue copy no longer includes a list of departments from which MALS students can choose electives.

One sentence was removed from the advisement description because it repeats an earlier sentence.

In the Thesis Option, the course MAT 797 (independent study in mathematics) was deleted and replaced by MLS 797 to correct an error that was made when the Graduate Bulletin was transferred to CourseDog.

The credit prerequisite for both the capstone and thesis options has been changed to 30 in both cases to correct an error in the original requirements and to reflect the longstanding practice in the program. The language describing the process required for writing a thesis has been revised to improve its clarity.

The change from a thesis/capstone defense to a required presentation at a thesis/capstone workshop reflects the success the program experienced with this modality during COVID, which celebrates and extends the culture of peer mentorship and collaboration that has long been a leading feature of MALS. This event has proven to be an anticipated opportunity for students to inform each other, and their advisors (who are also invited to attend), about their research, and to connect that research to their prior coursework in the program.

The addition of the clauses “must exhibit evidence of graduate-level research” and “must be related to their coursework in the MALS program” in the description of credit for prior learning provides a more accurate description of the mode of assessing student portfolios to communicate to students more effectively what they need to qualify for these credits. Removing the sentence about the Portfolio Development Workshop reflects the fact that such workshops, which are intended for undergraduates in the Adult Degree Program, are not appropriate for M.A. students.

5. Date of Advisory Committee Approval: November 16, 2023

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

M.A. PROGRAM IN LIBERAL STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Liberal 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	Liberal Studies
Course Prefix & Number	MLS 794
Course Title	Internship
Description	Internship with an approved supervisor, including a written reflection on the work performed and its relation to their plan of study. Grade determined by the faculty adviser in consultation with the on-site supervisor.
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:** This course is intended to replace the present practice in the M.A. Program in Liberal Studies (MALS), which has been to award students credit for internships (using the criteria outlined in the course description above) through MLS 795 (independent study). The internship option has proven to be popular among students and generative of job opportunities following graduation. The new course designation will make it clear on the student's transcript that they have received credit for an internship.

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

- Learn useful skills in an occupation that complements their plan of study in MALS.
- Model best practices through working closely with a professional working in their chosen field.
- Reflect on the connections between their real-world work experience and their academic coursework.

5. **Date of Advisory Committee Approval:** November 16, 2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

Name of Program and Degree Award: Business Administration, MS
Hegis Number: 0502.00
Program Code: 32786
Effective Term: Fall 2024

1. **Type of Change:** *Change in admission and degree requirements*

2. **From:**
Business Administration, MS

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or ~~e-business~~. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

Students in most of our specializations may complete the degree program entirely online by taking online courses only.

Major Requirements: Admissions

Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad. They must have a minimum grade point average of 3.0 (B) or a minimum GPA of 2.8 (B-) with at least two years of supervisory or managerial experience in the area of study.

They must have completed:

~~6 credits in Accounting;~~

~~6 credits in Economics; and~~

~~6 credits in Statistics~~

Applicants must submit a statement of career objectives, and two letters of recommendation. GMAT is optional in support of application.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement. The online-only MS program option is not available to students studying on an F1 Visa as they may take only one online course in a semester to maintain full-time student status. However, international students are eligible to participate in the online-format programs from their home countries.

Major Requirements: Overall

Earn at least 30 credits

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. Full-time students may complete their degree requirements within twelve to eighteen months, through in person and/or online courses.

Academic Excellence Fees for the Master of Science in Business are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Major Requirements: Core Courses

Earn at least 12 credits from the following:

MSB 700 – Organizational Behavior

MSB 701 – Quantitative Analysis for Managers

~~MSB 702 – Economics Analysis for Managers~~

MSB 703 – Computer Based Analysis for Managers

Capstone Seminars

Earn at least 6 credits from the following:

MSB 795 – Seminar in Strategic Management

MSB 796 – Seminar in Ethical Issues in Management

~~Additional Comments:~~

~~E-Business Specializations: No students will be admitted to the E-Business specialization until further notice.~~

Major Requirements - Finance Specialization

Earn at least 12 credits from the following:

MSB 710 - Investment Analysis

MSB 711 - Capital Budgeting

MSB 712 - Financial Statements Analysis

MSB 713 - International Financial Management

Major Requirements - Human Resources Management Specialization

Earn at least 12 credits from the following:

MSB 730 - Human Resource Management
~~MSB 731 - Employee Training and Development~~
MSB 734 - International Human Resource Management
MSB 735 - Labor Management Relations

Major Requirements - International Business Specialization
Earn at least 12 credits from the following:
MSB 713 - International Financial Management
MSB 720 - Managing in a Global Environment
MSB 722 - International Marketing Management
MSB 734 - International Human Resource Management

Major Requirements – Marketing Specialization
Earn at least 12 credits from the following:
MSB 721 – Marketing Analytics
MSB 722 – International Marketing Management
MSB 723 – Strategic Marketing Management
MSB 724 – Social Media Marketing

~~Major Requirements – E-Business Specialization
Earn at least 6 credits from the following:
MSB 720 – Managing in a Global Environment
MSB 722 – International Marketing Management~~

3. **To:**
Business Administration, MS

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or accounting. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

Students in most of our specializations may complete the degree program entirely online by taking online courses only.

Major Requirements: Admissions

Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad. They must have a minimum grade point average of 3.0 (B) or a minimum GPA of 2.8 (B-) with at least two years of supervisory or managerial experience in the area of study.

For concentrations in Human Resources Management, International Business, or Marketing: Applicants without an undergraduate business degree may be admitted

contingent upon completing a one-day business review workshop held by the Lehman College School of Business the month before the semester starts.

For Finance Concentration: To gain admission to the MSB program with a concentration in finance, students must have successfully completed ACC 185 or its equivalent.

For Accounting Concentration: To gain admission to the MSB program with a concentration in accounting, students must have completed a Bachelor's degree in accounting (BA, BS, or BBA), which should include the following courses: ACC 171, ACC 272, ACC 334, ACC 335, and ACC 348, or their equivalent.

Applicants must submit a statement of career objectives, and two letters of recommendation. GMAT is optional in support of application.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement. The online-only MS program option is not available to students studying on an F1 Visa as they may take only one online course in a semester to maintain full-time student status. However, international students are eligible to participate in the online-format programs from their home countries.

Major Requirements: Overall

Earn at least 30 credits

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. Full-time students may complete their degree requirements within twelve to eighteen months, through in person and/or online courses.

Academic Excellence Fees for the Master of Science in Business are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Major Requirements: Core Courses

Earn at least 12 credits from the following:

MSB 700 – Organizational Behavior

MSB 701 – Quantitative Analysis for Managers

MSB 703 – Computer Based Analysis for Managers

MSB 706 – Business Foundation with Applications

Capstone Seminars

Earn at least 6 credits from the following:

MSB 790 – Graduate Research Project in Business

MSB 795 – Seminar in Strategic Management

MSB 796 – Seminar in Ethical Issues in Management

Major Requirements – Finance Specialization

Earn at least 12 credits from the following:

MSB 710 - Investment Analysis

MSB 711 - Capital Budgeting

MSB 712 - Financial Statements Analysis

MSB 713 - International Financial Management

Major Requirements - Human Resources Management Specialization

Earn at least 12 credits from the following:

MSB 730 - Human Resource Management

MSB 734 - International Human Resource Management

MSB 735 - Labor Management Relations

Select 1 course from the following electives

MSB 731 - Employee Training and Development

MSB 736 - Practical Applications of Human Resource Management (HRM) Theory

Major Requirements - International Business Specialization

Earn at least 12 credits from the following:

MSB 713 - International Financial Management

MSB 720 - Managing in a Global Environment

MSB 722 - International Marketing Management

MSB 734 - International Human Resource Management

Major Requirements – Marketing Specialization

Earn at least 12 credits from the following:

MSB 721 – Marketing Analytics

MSB 722 – International Marketing Management

MSB 723 – Strategic Marketing Management

MSB 724 – Social Media Marketing

Major Requirements – Accounting Specialization

Earn at least 12 credits from the following:

ACC 709 - Advanced Accounting Theory

ACC 719 - Advanced Auditing

ACC 750 - Advanced Taxation

Select 1 course from the following electives

ACC 709 Graduate Seminar in Accounting:

ACC 712/MSB 712 - Financial Statements Analysis

ACC 724 - Accounting for the S.E.C

ACC 751 - Estate and Gift Taxation

ACC 752 - Emerging Business Tech Trends

4. **Rationale:**

1. Concentration changes

The MSB program needs to update the concentrations to reflect the changes and trends in business education, and to equip our graduates better to get employment upon graduation. The demand of E-commerce Concentration has decreased. Therefore, this concentration is being removed. The accounting concentration has been added to meet the growing demand for highly skilled accounting professionals in various sectors, including public accounting firms, corporations, government agencies, and non-profit organizations. This track is designed for students with a BBA or BA in Accounting who want to pursue a career in accounting but don't wish to become CPAs, which would require them to pursue the MS in Accounting degree.

2. Replacing MSB 702 with MSB 706

MSB 706 aims to provide a broad foundation in these various business topics while building business skills to better prepare our students prior to focusing on their study on a chosen business concentration area within our Master's program in business. In addition, there is some overlap between MSB 701 (Quantitative Analysis for Managers) and MSB 702 (Economic Analysis for Managers). In order to strengthen the core courses of the MSB program, we propose to replace MSB 702 with MSB 706.

3. Admission changes

The change in total credits required for admissions is based on a review of the curricula by the faculty in the MSB program and changes made to the required/core courses in the MSB. For example, replacing MSB 702 (primarily an economics course) with MSB 706 reduces the need for the requirement to have two economic courses as prerequisites. In addition, given that MSB 701 (Quantitative Analysis for Managers) covers inferential statistics material and beyond, having an introductory knowledge of statistics is sufficient for admissions. Lastly, except for students who are admitted for accounting and finance concentrations, students who are studying MS in business do not require knowledge beyond the basics of accounting to successfully complete the degree.

4. A new elective course

We propose an elective course MSB 736 - Practical Applications of Human Resource Management (HRM) Theory. It gives students in the human resource management concentration an opportunity to apply HRM theory to real-life scenarios, helping to develop skills and competencies expected of human resource professionals in the industry.

5. Adding MSB 790 as an Elective of Capstone Courses

A capstone course offers students the opportunity to integrate their learning to address issues a particular area faces. In our existing course MSB 790, students will select an original topic, specify the intended methodology, comment on initial findings, and present the results of their research in a scholarly report. Thus, we propose that MSB 790 is added to the existing capstone courses as an alternative (elective) option.

5. **Date of departmental approval:** 11/13/2023

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

DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management & Business Innovation
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	Business
Course Prefix & Number	MSB 706
Course Title	Business Foundation with Applications
Description	This course covers the basics and fundamentals of business as well as application of business concepts.
Pre/ Co Requisites	
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. **Rationale:**

Since the USA has the world's largest GDP —currently 25.5 trillion dollars (<https://www.statista.com/topics/772/gdp/>)--and a population in excess of 331 million

people (<https://www.census.gov/popclock/>), our nation can proudly boast to have 75 million homeowners, 17 million vehicles sold yearly, with already 260 million vehicles on the road (CBS Sunday Morning, see <https://youtu.be/O665cNwMVGw>), and locally within NYC alone, with a population of 8.3 million people, many are currently employed in fields of endeavor such as: financial services, professional services, the retail trade, fashions and healthcare. Therefore, it is paramount that a refined literacy in the dynamic world of business is required in order to succeed in this highly competitive and ever-changing environment. In addition, with the quickly evolving paradigm of robotics, artificial intelligence and global competition, students must be flexible to learn to accept and welcome change, and also to be keenly aware of the parameters and meaning of the vast array of business terms, corporate entities, workplace procedures, ever-changing laws, and also be well versed in all of the ethical boundaries that exist, both here and abroad. This course aims to provide a broad foundation in these various business topics while building business skills to better prepare our students prior to focusing on their study on a chosen business concentration area within our Master's program in business.

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

By the end of this course, students will be able to

1. Discuss the key pillars of business including ethics, communication skills, quantitative analytical skills, information literacy competencies, and global awareness.
2. Explain the key terms within the world of business and comprehend the role of the five factors of production (land, labor, capital, entrepreneurship, and knowledge).
3. Demonstrate critical business skills including excel literacy, business writing and oral communication skill sets.
4. Work collaboratively with several class colleagues to complete in-depth project analysis of an existing company.
5. Discuss the role of diversity, equity, inclusion and belonging
6. Analyze and explain the roles of “stakeholder capitalism” and of Environmental, Social, and Governance (ESG) factors and how they align in our modern societal cultures with the motives of “*business moving society forward.*”
7. Explain the interdisciplinary role of each of the distinct sectors of business especially accounting, finance, marketing, manufacturing, human resources, and information technology.

5. Date of Departmental Approval: 9/18/2023

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

DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management & Business Innovation
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	Business
Course Prefix & Number	MSB 736
Course Title	Practical Applications of Human Resource Management (HRM) Theory
Description	Reviews the essential HR functional areas and behavioral competencies of human resource management, including a review of the industry guidelines and policies such as those used by the Society for Human Resource Management (SHRM)
Pre/ Co Requisites	MSB 730
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. Rationale:

This course is an elective course. It gives students in the human resource management (HRM) concentration an opportunity to apply HRM theory to real-life scenarios, helping to develop skills and competencies expected of human resource professionals in the industry.

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

By the end of this course, students will be able to

1. Distinguish HR functional areas and behavioral competencies of human resource management (HRM)
2. Utilize a framework to describe HRM content areas
3. Analyze and solve real-life scenario questions

5. Date of Departmental Approval: 9/18/2023

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

DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Management & Business Innovation
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	Business
Course Prefix & Number	MSB 731
Course Title	Employee Training and Development
Description	Advanced study of human resource management focusing on effective employee training and development. Topics include equal employment opportunity, recruiting, selection, training and development, compensation, and employee and labor relations.
Pre/ Co Requisites	
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)	Management & Business Innovation
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	Business
Course Prefix & Number	MSB 731
Course Title	Employee Training and Development
Description	<u>Application of learning and instructional methodologies to equip and develop employees for individual and organizational effectiveness. Topics include training needs assessment; instructional design; training plan creation and refinement; implementation; evaluation; and management of training in organizations.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Analyze, Design, Develop, Implement, and Evaluate (ADDIE) is a widely used model for designing a training and development process in Human Resource Management (HRM). The revised course description reflects the ADDIE model and starts with a need analysis.

5. Date of departmental approval: 9/18/2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

Hegis Number: 1501.01

Program Code: 25803

Effective Term: fall 2024

1. **Type of Change:** Degree requirements (addition of a new sequence)

2. **From:**

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

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

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

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

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

Sequence 4 (39 crs.): Candidates seeking dual certification in English Education 7-12 Students with Disabilities (SWD) certification.

Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

- For Sequences 1-4, evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Type: Completion requirement

Earn at least 30 credits

Major Requirements - Sequence 1

Type: Completion requirement

English Content Intensive for Certified Teachers

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Earn at least 15 credits from the following:

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

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

English Electives

Earn at least 9 credits

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

Master's Project

Earn at least 3 credits from the following:

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

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

Major Requirements - Sequence 2

Type: Completion requirement

Undergraduate Education Minor Option

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Complete ALL of the following Courses:

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

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

English Electives

Earn at least 3 credits

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

Master's Project

Complete ALL of the following Courses:

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

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

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

Candidates seeking initial certification who have met core education requirements.

Major Requirements - Sequence 3

Type: Completion requirement

English Undergraduate Major Option

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

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

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 722 - Teaching Communication Skills in the Content Areas

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

English Electives

Earn at least 3 credits

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

Master's Project

Complete ALL of the following Courses:

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

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

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

Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

Major Requirements - Sequence 4

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

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

Additional Comments:

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

Type: Completion requirement

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

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

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

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

3. **To:**

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

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

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

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

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

Sequence 4 (39 crs.): Candidates seeking dual certification in English Education 7-12 Students with Disabilities (SWD) certification.

Sequence 5 (42 crs): Residency program candidates seeking dual certification in English Education 7-12 Students with Disabilities (SWD) certification.

Admission Requirements

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

Type: Completion requirement

Earn at least 30 credits

Major Requirements - Sequence 1

Type: Completion requirement

English Content Intensive for Certified Teachers

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Earn at least 15 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students

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

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

English Electives

Earn at least 9 credits

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

Master's Project

Earn at least 3 credits from the following:

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

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

Major Requirements - Sequence 2

Type: Completion requirement

Undergraduate Education Minor Option

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Complete ALL of the following Courses:

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

- ESC 772 - Evaluation and Assessment of Student Learning

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

English Electives

Earn at least 3 credits

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

Master's Project

Complete ALL of the following Courses:

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

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

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

Candidates seeking initial certification who have met core education requirements.

Major Requirements - Sequence 3

Type: Completion requirement

English Undergraduate Major Option

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

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

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

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

English Electives

Earn at least 3 credits

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

Master's Project

Complete ALL of the following Courses:

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

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

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

Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

Major Requirements - Sequence 4

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

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

Major Requirements - Sequence 5

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

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

Pedagogical Core

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

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

Additional Comments:

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

Type: Completion requirement

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

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

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

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

4. Rationale:

Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in critical shortage areas combining special education with the four main content areas. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

5. Date of departmental approval: November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Science Education, MSED

Hegis Number: 0834.00

Program Code: 25791

Effective Term: Fall 2024

1. **Type of Change**: Degree requirements (addition of a new sequence)

2. **From**:
Science Education

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

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

Sequence 2 (42-48 credits): is for candidates with an undergraduate science major but who lack professional education coursework and who seek initial certification.

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

Sequence 4 (43-45 credits): is for candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

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

Masters Requirements - Master of Science in Education

Type: Completion requirement

Earn at least 31 credits

Advisement

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

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (3-6 credits)

Earn at least 3 credits from the following:

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

- ESC 519 - Teaching Science in Middle and High School
- **ESC 519:** Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification.

Curriculum and Instruction (11-12 credits)

Earn at least 11 credits from the following:

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

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

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

Graduate Science Content (12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (18 credits)

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
OR ESC 713 - Restorative Practices & Restorative Justice
- ESC 519 - Teaching Science in Middle and High School

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

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

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

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

Graduate Science Content (6-12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (10-12 credits)

Earn at least 10 credits from the following:

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

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Curriculum and Instruction (9 credits)

Complete ALL of the following Courses:

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

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

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

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

General Science

Complete ANY of the following Courses:

- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes

- PHY 601 - Advanced General Physics

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

Masters Requirements - Sequence 4

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core (21 credits)

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities

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

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

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

Student Teaching (6 credits)

Complete ALL of the following Courses:

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

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

3. To:

Science Education

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

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

Sequence 2 (42-48 credits): is for candidates with an undergraduate science major but who lack professional education coursework and who seek initial certification.

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

Sequence 4 (43-45 credits): is for candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

Sequence 5 (46-48 credits): is for Residency Program candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

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

Masters Requirements - Master of Science in Education

Type: Completion requirement

Earn at least 31 credits

Advisement

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

Education Program. Students must complete one of the three sequences outlined below.

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (3-6 credits)

Earn at least 3 credits from the following:

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

Curriculum and Instruction (11-12 credits)

Earn at least 11 credits from the following:

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

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

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

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

Graduate Science Content (12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (18 credits)

Complete ALL of the following Courses:

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

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

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

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

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

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

Graduate Science Content (6-12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (10-12 credits)

Earn at least 10 credits from the following:

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

Curriculum and Instruction (9 credits)

Complete ALL of the following Courses:

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

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

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

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 611 - Problems in Microbiology

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

General Science

Complete ANY of the following Courses:

- BIO 618 - Problems in Ecology

- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes
- PHY 601 - Advanced General Physics

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

Masters Requirements - Sequence 4

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core (21 credits)

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development

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

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

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

Student Teaching (6 credits)

Complete ALL of the following Courses:

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

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics

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

Computer Science

Complete ANY of the following Courses:

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

Masters Requirements - Sequence 5

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core (21 credits)

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities

- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

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

Student Teaching (6 credits)

Complete ALL of the following Courses:

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

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

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

Chemistry

Complete ANY of the following Courses:

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

Geology

Complete ANY of the following Courses:

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

Physics

Complete ANY of the following Courses:

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

Computer Science

Complete ANY of the following Courses:

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

Note:

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

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

4. Rationale:

Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in critical shortage areas combining special education with the four main content areas. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

5. Date of departmental approval: November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

Hegis Number: 1701.01

Program Code: 25827

Effective Term: Fall 2024

1. **Type of Change**: Degree requirements (addition of a new sequence)

2. **From**:

Mathematics 5-9 and 7-12, MSED

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied. Applicants will apply for one of 8 sequences based on their qualifications:

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

Sequence 2 (44-49 credits): Non-math majors: For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework and seek certification as mathematics teachers in grades 7-12.

Sequence 3 (37-42 credits): Math majors: For candidates who hold a bachelor's degree in mathematics only, but lack professional education coursework, who seek certification as mathematics teachers in grades 7-12.

Sequence 4 (30-33 credits): Math majors: For candidates with an education minor: For candidates who hold a bachelor's degree in mathematics only, and completed relevant professional education coursework, who seek certification as mathematics teachers in grades 7-12.

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

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. For Sequence 1, Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.
3. For Sequence 2, Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken.
4. For Sequence 3, Mathematics major
5. For Sequence 5: Mathematics major and Mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.
6. For Sequence 4, candidate will present evidence of meeting the NYS core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
7. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
 8. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
 9. A 500-word essay on career goals.
 10. A personal interview.

Masters Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

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

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

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

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I

- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

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

Comprehensive Examination

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

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

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

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

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

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

Mathematics

Complete ALL of the following Courses:

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

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

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

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

Comprehensive Examination

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

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

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

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

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

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

Mathematics

Earn at least 9 credits

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

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

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

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

Comprehensive Examination

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

Masters Requirements - Sequence 4

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education Sequence (21 credits):

		Credits
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 740	Teaching Mathematics in Grades 7-10	3

ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3
ESC 595	Internship in Classroom Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary and TESOL Student Teaching	3

Mathematics (9 credits):

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

Research and Culmination Projects (0-3 credits):

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

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

Comprehensive Examination

- A comprehensive written examination (0 credits) or research project (3 credits) after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 5

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

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

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

Student Teaching

Complete ALL of the following Courses:

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

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

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

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through 4 degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades 5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

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

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

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

Type: Completion requirement

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

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

Continuation Requirements

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

Certificate Requirements

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

Curriculum and Instruction

Complete ALL of the following Courses:

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

- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics Content

Complete ALL of the following Courses:

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

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

3. To:

Mathematics 5-9 and 7-12, MSED

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

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

Sequence 2 (44–49 credits): Non-math majors: For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework and seek certification as mathematics teachers in grades 7-12.

Sequence 3 (37-42 credits): Math majors: For candidates who hold a bachelor's degree in mathematics only, but lack professional education coursework, who seek certification as mathematics teachers in grades 7-12.

Sequence 4 (30-33 credits): Math majors: For candidates with an education minor: For candidates who hold a bachelor's degree in mathematics only, and completed relevant professional education coursework, who seek certification as mathematics teachers in grades 7-12.

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

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

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

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

Masters Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

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

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

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

Mathematics

Complete ALL of the following Courses:

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

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

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

Comprehensive Examination

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

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

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

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

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

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

Mathematics

Complete ALL of the following Courses:

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

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

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

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

Comprehensive Examination

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

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

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

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

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

Mathematics

Earn at least 9 credits

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

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

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

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

Comprehensive Examination

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

Masters Requirements - Sequence 4

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education Sequence (21 credits):

Credits

ESC 532	Teaching Mathematics in Middle and High School	3
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3
ESC 595	Internship in Classroom Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary and TESOL Student Teaching	3

Mathematics (9 credits):

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

Research and Culmination Projects (0-3 credits):

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

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

Comprehensive Examination

- A comprehensive written examination (0 credits) or research project (3 credits) after all course work has been completed. Students who elect to conduct a

research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 5

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development

- EDS 712 - The Adolescent with Disabilities

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

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities

- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems

- EDS 743 - Behavioral Assessment, Management, and Change

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

Pedagogical Core

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10

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

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

Student Teaching

Complete ALL of the following Courses:

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

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

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

Masters Requirements - Sequence 6

Type: Completion requirement

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

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set

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

Pedagogical Core

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

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

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

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through 4 degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades 5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

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

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

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

Type: Completion requirement

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

- Possess New York State initial certification to teach mathematics in grades 5-9.

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

Continuation Requirements

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

Certificate Requirements

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

Curriculum and Instruction

Complete ALL of the following Courses:

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

Mathematics Content

Complete ALL of the following Courses:

- MAT 604 - Application of the Real and Complex Number Systems
- MAT 615 - Modern Algebra

- MAT 637 - Topics in Discrete Mathematics

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

4. **Rationale:**

Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in critical shortage areas combining special education with the four main content areas. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

Hegis Number: 2201.01

Program Code: 25794

Effective Term: fall 2024

1. **Type of Change:** Degree requirements (addition of a new sequence)

2. **From:**
Social Studies 7-12, MA

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

Sequence 1 (41-42 credits): is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience.

Sequence 2 (30 credits): is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license.

Sequence 3 (30 credits): is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework.

Sequence 4 (39 credits): is for applicants with a bachelor's degree in history or a social science with no relevant secondary education coursework and an interest in dual Social Studies 7-12 and SWD 7-12 Generalist certification.

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

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

Additional Comments:**Prerequisite Content Core:**

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

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

Masters Requirements - Master of Arts

Type: Completion requirement

Sequence 1: History Intensive Option

Earn at least 41 credits

Sequence 2: Undergraduate Education Minor Option

Earn at least 30 credits

Sequence 3: History or Social Science Undergraduate Major Option

Earn at least 30 credits

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

Earn at least 39 credits

Masters Requirements - Sequence 1: History Intensive Option

Type: Completion requirement

History Intensive Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School

- ESC 534 - Teaching U.S. History and Government

Content Core

Complete ALL of the following Courses:

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

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Earn at least 6 credits from the following:

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

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

Masters Requirements - Sequence 2: Undergraduate Education Minor

Type: Completion requirement

Undergraduate Education Minor

Fulfill ALL of the following requirements:

Pedagogical Core

Complete ALL of the following Courses:

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

Content Core

Earn at least 15 credits from the following:

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

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

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

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

Type: Completion requirement

History or Social Science Undergraduate Major Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

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

Content Core

Earn at least 3 credits from the following:

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

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

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

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

Type: Completion requirement

**Dual Certification Social Studies and Teaching Students with Disabilities
Generalist Grades 7-12**

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

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

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

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through 4-degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7- 12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 4 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman

College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

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

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

- (1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
- (2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
- (3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

3. To:

Social Studies 7-12, MA

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

Sequence 1 (41-42 credits): is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience.

Sequence 2 (30 credits): is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license.

Sequence 3 (30 credits): is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework.

Sequence 4 (39 credits): is for applicants with a bachelor's degree in history or a social science with no relevant secondary education coursework and an interest in dual Social Studies 7-12 and SWD 7-12 Generalist certification.

Sequence 5 (42 credits): is for applicants with a bachelor's degree in history or a social science with no relevant secondary education coursework and an interest in the Residency Program in dual Social Studies 7-12 and SWD 7-12 Generalist certification.

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

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

Additional Comments:

Prerequisite Content Core:

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

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

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

Masters Requirements - Master of Arts

Type: Completion requirement

Sequence 1: History Intensive Option

Earn at least 41 credits

Sequence 2: Undergraduate Education Minor Option

Earn at least 30 credits

Sequence 3: History or Social Science Undergraduate Major Option

Earn at least 30 credits

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

Earn at least 39 credits

Masters Requirements - Sequence 1: History Intensive Option

Type: Completion requirement

History Intensive Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

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

Pedagogical Core

Complete ALL of the following Courses:

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

Content Core

Complete ALL of the following Courses:

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

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Earn at least 6 credits from the following:

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

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

Masters Requirements - Sequence 2: Undergraduate Education Minor

Type: Completion requirement

Undergraduate Education Minor

Fulfill ALL of the following requirements:

Pedagogical Core

Complete ALL of the following Courses:

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

Content Core

Earn at least 15 credits from the following:

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

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

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

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

Type: Completion requirement

History or Social Science Undergraduate Major Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

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

Content Core

Earn at least 3 credits from the following:

- HIW 533 - World History and Historiography

- HIU 534 - U.S. History and Historiography

Project Seminar

Complete ALL of the following Courses:

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

Student Teaching

Complete ALL of the following Courses:

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

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

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

Type: Completion requirement

Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set

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

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

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

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

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

Type: Completion requirement

Residency Program in Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

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

Pedagogical Core

Complete ALL of the following Courses:

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

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

Student Teaching

Complete ALL of the following Courses:

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

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

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

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

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

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

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

- (1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
- (2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
- (3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

4. Rationale:

Lehman College already received NYSED approval for these changes in a special, expedited process because of a \$30 million initiative to create residency programs in New York State to address teacher shortages and retention. Because the State wants to launch the program in fall 2024, they provided about a two-month window to complete the process with the understanding that the programs would seek governance approval ex post facto as needed. Further, we partnered with the New York City Department of Education (NYCDOE) to provide teachers in critical shortage areas combining special education with the four main content areas. The residencies will pay stipends to our students as they apprentice for two semesters with an experienced teacher while beginning their master's programs. After the two semesters, they will be able to apply for full-time teaching positions while completing their remaining degree credits.

5. Date of departmental approval: November 9, 2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Music Education Grades K-12

Hegis Number: 0832

Program Code:

Effective Term: Fall 2024

1. **Type of Change:** New advanced certificate

2. **Description:**

The Advanced Certificate in Music Education offers students with an advanced degree in music (e.g., Masters, Ph.D., D.M.A., Ed.D.) a pathway to fulfill the required courses to be recommended for New York State Education Department (NYSED) music certification* (teacher license) covering grades K-12. Courses are offered in pedagogical methods, music pedagogy, along with foundations of education topics. Students are also required to complete fieldwork, student teaching or internship, and student teaching internship and seminar. To receive the music certification students must also complete NYSED certification requirements, including specified teacher examinations and workshops. Academic advisement is provided by the Graduate Advisers or Coordinators of the Department of Music and/or the School of Education.

To graduate, students must complete all the program requirements with an overall GPA of 3.0 or better.

*The New York State Education Department provides guidelines for required undergraduate coursework.

Admission Requirements:

- Have earned a Ph.D, Ed.D, D.M.A, or Master's in Music** degree from an accredited institution. **Masters degree in Music is considered if the prerequisite courses have been successfully completed, including: Music History, Ethnomusicology, Advanced Theory, Performance Practice or Conducting.
- All application requirements for Graduate Admission.

Program Requirements (26-27 credits):

This certification requires 26-27 credits, including 3 credits in Music, 21 credits in Pedagogy, and either 5-6 credits for Practicum.

I. Music Content (3):

Students must complete the following courses:

	<u>Credits</u>
MSP 722 Vocal Pedagogy	1
MSP 723 Secondary Instrument Laboratory Ensemble I	1
MSP 724 Secondary Instrument Laboratory-Ensemble II	1

II. Pedagogical Core (18):

Students must complete the following courses (or equivalents) for 18 credits:

	<u>Credits</u>
ESC 501 Psychological Foundations of Education	3
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
<u>or</u>	
EDS 701 Understanding Individuals with Disabilities	3
ESC 529 Language and Literacies Acquisition in Secondary Education	3
ESC 733 Teaching Music in the Middle Schools	3
ESC 785 Methods of Teaching Music in the Secondary School and Adult Education	3
EDE 755 Advanced Methods of Teaching Music in the Elementary School	3
<u>*EDS 701: Or the equivalent.</u>	

III. Practicum (5-6)

Students who are already working as music teachers of record will take:

	<u>Credits</u>
ESC 595 Internship in Classroom Teaching	2
ESC 612 Seminar in Secondary Student Teaching	3

Students who are not already working as music teachers of record will take:

	<u>Credits</u>
ESC 596 Student Teaching in the Middle and High School Grades	3
ESC 612 Seminar in Secondary Student Teaching	3

3. Rationale:

Adding this program benefits students who have already earned a Ph.D., or Ed.D., or D.M.A., and in certain cases, Master of Music, and therefore, only require the methods courses to be eligible for New York State Certification. Candidates with these degrees have already met the content requirements and only need to complete pedagogical requirements. This avoids repetition of coursework.

4. Date of departmental approval: 11/17/2023

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Music Teacher

Hegis Number: 0832

Program Code: 25824

Effective Term: Fall 2024

1. **Type of Change:** Degree requirements

2. **From:**

Applied Music and Music Teaching M.A.T. Program

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music, ~~Multimedia, Theatre, and Dance~~. ~~Once students have completed the degree requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music, Multimedia, Theatre, and Dance and/or the School of Education.~~

~~To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content area, and/or distribution courses, with the same 3.0+ GPA.~~

~~*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.~~

~~**As of 2019, there are three required New York State Teaching Certification Exams (NYSTCE) and three workshops.~~

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.

- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Department of Music, ~~Multimedia, Theatre, and Dance~~ at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
- ~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.~~

Degree Requirements (39 or 42 credits)

The program requires a minimum of ~~39~~ or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

		Credits
MST 710	Advanced Musical Analysis	3
MST 750	Special Topics in Music Theory	3

3 credits in Performance Studies:

		Credits
MSH 700	Performance Practice from the Baroque to the Present	3
MSP 750	Conducting and Creative Ensemble Techniques	3

6 credits in Musicology / Ethnomusicology:

		Credits
MSH 750	Teaching and Creatively Experiencing Music History	3
	And, either	

MSH 751	Topics in Ethnomusicology	3
	Or	
MSH 752	World Music Pedagogy	3

3 credits in Music Pedagogy:

		Credits
MSP 722	Vocal Pedagogy	1
MSP 723	Secondary Instrument Laboratory Ensemble I	1
MSP 724	Secondary Instrument Laboratory-Ensemble II	1

3 credits in Electives:

		Credits
MSH 701	Community Music and Arts Education	3
MSP 760	Piano for Music Teachers	3
MST 712	Advanced Electronic Music	3
MST 714	Advanced Musicianship	2
MST 721	Film Scoring Fundamentals	3
MST 730	Introduction to Music Therapy	3
MST 731	Music and the Brain	3

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
	or	
*EDS 701	Understanding Individuals with Disabilities	3

ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 733	Teaching Music in the Middle Schools	3
ESC 785	Methods of Teaching Music in the Secondary School and Adult Education	3
EDE 755	Advanced Methods of Teaching Music in the Elementary School	3
*EDS 701:	Or the equivalent.	

III. Practicum (3 or 6)

Students who are already working as music teachers of record will take:

		Credits
ESC 595	Internship in Classroom Teaching	2
ESC 611	Teaching Internship Seminar in Secondary Education	1

Students who are not already working as music teachers of record will take:

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

3. To:

Applied Music and Music Teaching M.A.T. Program

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music.

To receive the music certification students must also complete NYSED certification requirements, including specified teacher examinations and workshops. Academic advisement is provided by the Graduate Advisers or Coordinators of the Department of Music and/or the School of Education.

To graduate, students must complete all the program requirements with an overall GPA of 3.0 or better.

*The New York State Education Department provides guidelines for required undergraduate coursework.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.
- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Department of Music at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.

Degree Requirements (41 or 42 credits)

The program requires a minimum of 41 or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 5 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

	Credits
MST 710 Advanced Musical Analysis	3
MST 750 Special Topics in Music Theory	3

3 credits in Performance Studies:

	Credits
MSP 750 Conducting and Creative Ensemble Techniques	3

6 credits in Musicology / Ethnomusicology:

	Credits
MSH 750 Teaching and Creatively Experiencing Music History	3

And, either

MSH 751 Topics in Ethnomusicology 3

Or

MSH 752 World Music Pedagogy 3

3 credits in Music Pedagogy:

Credits

MSP 722 Vocal Pedagogy 1

MSP 723 Secondary Instrument Laboratory Ensemble I 1

MSP 724 Secondary Instrument Laboratory-Ensemble II 1

3 credits in Electives:

Credits

MSH 701 Community Music and Arts Education 3

MSP 760 Piano for Music Teachers 3

MST 712 Advanced Electronic Music 3

MST 714 Advanced Musicianship 2

MST 721 Film Scoring Fundamentals 3

MST 730 Introduction to Music Therapy 3

MST 731 Music and the Brain 3

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

Credits

ESC 501 Psychological Foundations of Education 3

ESC 506 Special Needs Education in TESOL and Secondary Settings 3

or

*EDS 701 Understanding Individuals with Disabilities 3

ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 733	Teaching Music in the Middle Schools	3
ESC 785	Methods of Teaching Music in the Secondary School and Adult Education	3
EDE 755	Advanced Methods of Teaching Music in the Elementary School	3
*EDS 701:	Or the equivalent.	

III. Practicum (5 or 6)

Students who are already working as music teachers of record will take:

		Credits
ESC 595	Internship in Classroom Teaching	2
ESC 612	Seminar in Secondary Student Teaching.	3

Students who are not already working as music teachers of record will take:

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

4. Rationale:

- The program description was modified slightly to clarify requirements.
- The credits for the practicum were increased because the interns and the student teachers must both participate in the seminar (ESC 612) and its requirements.

5. Date of departmental approval: 11/17/2023

Governance Committee Report February 7th, 2024

1. Governance Committee Vacancy
 - a. All Members **Must** Be Senators.
 - b. Nominate Hsien-Teng “Elvin” Wang For Term Expiring 6/24
 - c. Any Additional Nominations?
 - d. Move To a Vote

2. Committee Elections Approaching
 - a. Roughly Half of Faculty Committee Positions Expire 6/24
 - b. Two-Round Process To Fill
 - i. Nomination Round (March)
 - ii. Election (April)
 - c. Detailed Information Coming

3. Next Governance Meeting is TBA.

President's College Senate Report
Lehman College
February 7, 2024

Colleagues, I am submitting this in lieu of my normal in-person report. My apologies for not being there but we have reached that point of the academic year where I seem to spend more time with elected officials than anyone else. Currently, I am in DC with the American Association of State Colleges and Universities for their annual AASCU on the Hill days followed by a meeting of state representatives regarding higher education policy (I am the New York State rep). No doubt we will be discussing the challenges with FAFSA, some significant changes that may be coming out of the House regarding higher education and accountability and accreditation, and we will be discussing the climate and prospects around international education over the next 9 months.

First, I would invite you to welcome Kelly Brown to campus. She is in week three of her tenure as the Vice President for Institutional Advancement and has been making the rounds to get to know everybody, learn about Lehman and CUNY, and master the alphabet soup of acronyms we use in the system and the state. If you see her around campus please welcome her to campus.

We've had some exceptional events on campus. Yesterday, in partnership with the NY CEO Jobs Council we hosted Mr. Paul Knopp, the CEO of KPMG. I thought he did very well with engaging our students and thank you to all the faculty, staff, and students who attended events and to our teams in the President's Office, Institutional Advancement, and the School of Business (and elsewhere) for pulling off the event.

Last week we had a great turnout for the official ribbon cutting of the new nursing building. Again, my thanks to the many units and departments that made the event a success. Those who did the tour of the building were appropriately impressed by the facility and enthused by the teaching and research that would be enhanced by such a facility. Congratulations to Dean Elgloria Harrison and her colleagues, they will be the envy of the college until our next construction project goes up. To that end I think we made it clear that Science Part B is on our horizon and we hope to put it on the horizons of decisionmakers at CUNY Central and the state legislature.

The state and local legislative cycle has begun in earnest and the trips to Albany will commence in the next week (and likely extend to early April). Getting resources to fund contracts, pay increases, and increased operating costs are at the top of the list for CUNY and for Lehman. It is unlikely that we will get specific program dollars but we will pitch them to both city and state officials as well as pivoting over to facilities and renovation projects. Collectively, CUNY continues seek funding to sustain our student success initiatives and programs.

There are a number of training sessions, that are either contracted by us or provided to us, that I would like to alert you to:

The NYC Commission on Human Rights (NYCCHR) will be offering two online workshops:

Understanding Muslim Experiences and Combating Anti-Muslim Bias on February 13th

This workshop promotes understanding of the City's diverse faith communities. The workshop addresses what is referred to as anti-Muslim racism, introduces Muslim beliefs and practices, outlines best practices in working with Muslim New Yorkers, and elaborates on the protections under the City Human Rights Law against discrimination based on religion.

Bystander Intervention Workshop on February 22nd

The Bystander Intervention workshop is built on the idea that we all play a role in creating safe public spaces for each other when we see our neighbors and community members facing bias, discrimination, or harassment.

For more information and to register for the upcoming workshops, employees can click on the [workshop registration form](#). For any questions, please reach out to University.Training@cuny.edu.

And Lehman is hosting workshops on antisemitism:

Wednesday, February 28 and Wednesday, March 6, 2-3:00 p.m.

Ilya Bratman, Executive Director at the Hillel at Baruch College since November 2013 will facilitate. In 2008, he began to work in the Jewish community including as an instructor at the Sinai Academy in Brooklyn, Director of Jewish Programs at the Kings Bay Y in Brooklyn, and as the Project Manager of Limmud FSU USA, before becoming the Executive Director at the Hillel at Baruch College.

Within the next week or so we will send out further dates and opportunities on implicit bias and microaggressions. Please be on the lookout for these opportunities (and others) as they arise.

Finally, you may recall that last semester Governor Hochul called for a review/audit/investigation into CUNY and our efforts around antisemitism and other forms discrimination. That work, led by Judge Jonathan Lippman and facilitated by members of the Latham and Watkins law firm, has commenced. They have begun scanning documents, reports, web pages and are interviewing selected campus leaders. They have not scheduled Lehman (and they may not do as it was expected the team could not get around to every CUNY entity) but it is clear that this will be a serious and thorough review of what we do and how go about our business with respect to dealing with antisemitism and discrimination. The work of Judge Lippman and his team is likely to extend through the end of the semester.

Thank you for your patience and here's to a successful spring semester as we hurdle toward commencement in about 15 weeks.



Library, Technology and Telecommunications Committee Report

Next Meeting: February 28th, 2024

Location: ZOOM

Library

- CUNY Office of Library Services announces new service making SUNY book collection available via Interstate Borrowing. Library patrons can search SUNY titles not available at CUNY via Library's OneSearch catalog.
- Further – CUNY library patrons will enjoy longer loan periods increasing to 16 weeks from 8 weeks – with option to renew material for maximum loan length of 48 weeks. If you have questions about this new service – please contact Stephen Walker in the Library.
- Library offers 20-30-minute Guided Tours of the facility. Registration and additional information on Library Homepage.
- Library now offers DSM 5 Database. Produced by American Psychiatric Association – [DSM 5](#) is considered definitive, industry-standard manual for describing and diagnosing psychiatric disorders. DSM 5 is accessible in Library's A-Z Database. Library's Michelle Ehrenpreis has additional information.
- Library invites college community to Reading and Discussion on Tuesday, February 27th @ 2:00 PM in Library Treehouse. Featuring *El Monte – Notes on Religious, Magic and Folklore of the Black and Creole People of Cuba* by Lydia Cabrera, translated by David Font-Navarrete. Registration on Library Homepage.

Information Technology

** Our new Lehman Homepage launched today with pages for individual schools and academic departments. Notice the enhanced webpages, designed to improve user experience. We hope you are all happy with the new look and feel and are ready to work with us to keep up the momentum as we begin the process of rebranding and migrating the remainder of the website which will continue to follow a phase approach.

** Through Tech Fee, 16 new PC's have been installed in the Science Learning Center (GI-133) and 30 new iMACS are installed in the Computer Programming Lab (GI-231).

** We received the laptops (dells and MacBooks/MacAirs) through the Office of Digital Inclusion grant. We are in the process of making them ready for distribution within the next two weeks.

** IT continues to work on the replacement of end-of-life switches, reaching approximately 78% completion. We already should be experiencing enhanced wireless access and coverage. We are happy to announce we have received strategic funds for the installations of additional wireless access points in the Gillet and Music Buildings. Given the structure of these buildings, we will be engaging a company.

**We also happy to announce we have received additional strategic funds to begin the replacement of older computers.

** We continue to enhance our cybersecurity posture, with the latest initiative being the implementation of MFA for VPN - Virtual Private Network. The new VPN features improved and enhanced security.

** Remember to continue to be vigilant with your email. Please don't click on any links that appear to be suspicious. Know your sender! If it sounds too good to be true, it is!

** Last but not least, special thanks to the various IT teams that work alongside Campus Planning and Facilities and DASNY in the new Nursing Building and the lecture halls here in Carman Hall.

Blackboard/Learning Management System

- Faculty now have access to Brightspace to create a course and being to experiment with the new LMS. Instructions to create a course may be found on the CUNY LMS TRANSITION website.
- We have renewed our subscription to VoiceThread for 2024/2025. Voice Thread is an audio/video platform allowing students and instructors to collaborate on classwork. Voice Thread gets a tremendous amount of use here at Lehman – Please keep those VoiceThreads coming in!

Online Education

- Office of Online Ed will be offering their Preparation for Teaching Online Workshop January 8th through 21st. Details are found on the OLE webpage.
- A Generative AI Teaching and Learning Workshop will be offered on February 14th. The workshop is titled: Academic Integrity in AI Times. Please contact Online Education for additional information.
- Online Education will offer a Preparation for Teaching Online Workshop – The program is online and runs from March 18th-March 30th. Contact Online Education for additional information.