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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, March 3, 2021  
Senate Meeting**

**Senators Present:** Aisemberg, G.; Alexander-Street, A.; Ali, S.; Auslander, D.; Austin, L.; Banks, R.; Bayne, G.; Bergmann, Ronald M.; Bettiol, R.; Boston, N.; Budescu, M.; Burton-Pye, B.; Calvet, L.; Campeanu, S.; Cheng, H.; Collett, J.; Cooper, W.; Dominquez, V.; Donkor, B.; Ebersole, S.; Ewing-Morgan, D.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger, R.; Firpo, A.; Ford, G.; Fortunato-Tavares, T.; Georges, Catherine A.; Gonzalez Castillo, R.; Goring, S.; Hattori, T.; Kim, C.; Kim, H.; Lemons, D.; Loscocco, P.; Louche, Z.; Machado, E.; MacKillop, J.; Mahon, J.; Maney, B.; Manier, D.; Marcelino, K.; Marianetti, M.; Markens, S.; Mazza, C.; McKenna, C.; Mellen, A.; Mills, P.; Mills-Bakhsh, J.; Morgan, J.; Munch, J.; Murphy, B.; Mutoria, F.; Nunez-Torres, A.; Nwosu, P.; O’Neil, C.; Ohmer, S.; Prince, P.; Ramirez, M.; Rice, A.; Ridley, T.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Tetteh, Bernard K.; Valdovinos, C.; Valentine, Robert T.; Wright, J.; Yavuz, D.; Zerphey, N.

**Senators Absent:** Babalola, V.; Baraldi, C.; Dumais, S.; Durodola, S.; Harrison, E.; Hyman, D.; Joseph, S.; O’Dowd, M.; Stein Smith, S.

The meeting was called to order by President Daniel Lemons at 3:35 p.m.

**1. Approval of the Minutes**

The minutes of the February 3, 2021 Senate meeting was unanimously approved.

**2. Announcements and Communications**

**a. Report of the President—**

Dr. Lemons discussed expectations for the fall 2021 semester. He shared that the aim was to establish occupancy of 50 percent. He compared that to the College’s approved plan for the spring 2021 semester, which was an occupancy of 25 percent—a number that was not pursued or reached, as the percentage of occupancy had been kept well below that maximum amount. Dr. Lemons stated that the reality of the goal for the fall 2021 term would be harder to predict than the spring 2021 term. However, he expressed that the College would have a better read on the trajectory of the pandemic in the summer, as there should be an increase in vaccine supply and distribution.

41 Dr. Lemons explored the possibilities of what may occur for faculty and students amid the  
42 restructuring of on-campus learning. He entertained the idea that faculty may be on campus  
43 for 100 percent of their scheduled teach time, and that since classes are likely to be hybrid in  
44 nature, faculty would be on campus for all on-campus classroom sessions. However, he  
45 clarified that such would not mean that all students would be on campus for the same in-  
46 person sessions. Dr. Lemons acknowledged that with the fall 2021 semester, there would be  
47 a great need of support for faculty and students. He assured that the College would be looking  
48 into a great many things to ensure a successful fall term, including the use of CRRSA funds  
49 to allocate resources for IT support.

50  
51 Dr. Lemons announced a new development: Lehman College would not be required to seek  
52 approval from the New York State Education Department (NYSED) and the Middle States  
53 Commission on Higher Education (MSCHE) for offering more than half of its courses online.  
54 The position of NYSED and MSCHE, he explained, is to allow this flexibility in light of the  
55 circumstances brought on by the pandemic. Dr. Lemons also informed that—though the US  
56 Department of Education (USDOE) had yet to make clear its stance—the USDOE is  
57 expected to take the same approach with regard to financial aid.

58  
59 Dr. Lemons touched on the possibility of a state-wide vaccination mandate. Though none  
60 had been made, he shared that CUNY may create a testing protocol for students, faculty, and  
61 staff. He voiced the importance of being vaccinated, and stressed that the likelihood of any  
62 untoward consequences of vaccination is extremely low, and inconsequential in light of the  
63 well-established risks from having COVID-19. The only known exceptions are specific  
64 medical reasons an individual may not tolerate the vaccination.

65  
66 Dr. Lemons briefed on the budget. He informed that the CUNY Board of Trustees (BOT)  
67 Committee on Fiscal Affairs had approved the budget for fiscal year 2021, which would be  
68 approved by the full BOT by March 22, 2021. Dr. Lemons also noted that the budget  
69 allocated to Lehman had significantly improved, as the College had been working with a 20  
70 percent reduction before—now, the College is expected to work with a 5 percent reduction.  
71 Dr. Lemons went on to inform that congress may pass the Biden Administration's stimulus  
72 bill, which would offer \$40 billion to institutions of higher education, as well as provide a

73 significant amount of funding at the state and local levels. He communicated that the federal  
74 implications would become clearer once the New York State budget is approved by the  
75 deadline, April 1, 2021.

76  
77 Dr. Lemons informed that on the CUNY website, there were several new webpages: (1) a  
78 page for undocumented student support; (2) a page addressing changes in FAFSA, that were  
79 part of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA)  
80 stimulus package; and (3) a page with information on SNAP—the Supplemental Nutrition  
81 Assistance Program. He also informed of the University’s Crisis Text Line, a 24-hour hotline  
82 in support of students in crisis.

83  
84 Dr. Lemons finished his report on a positive note, expressing that there was a reason to be  
85 hopeful. He pointed out that considerable progress had been made in a number of real areas  
86 since the pandemic, and reminded that 2021 promised to be a far better year than 2020.

87  
88 **b. Student Legislative Assembly—**

89 Ms. Sumana Ali made several acknowledgements. She thanked faculty and staff for helping  
90 to improve mental health services for students, and she thanked Library staff for their support  
91 of Open Educational Resources (OER). Ms. Ali also shared her concerns for faculty and their  
92 return to campus—she briefed on instances where faculty suffered due to the pandemic. Ms.  
93 Ali stressed that the welfare of faculty was important and urged that the College do what it  
94 can to ensure that faculty are vaccinated and protected.

95  
96 Ms. Ali presented a proposal to enact the Credit/No Credit (CR/NC) policy for the Spring  
97 2021 semester. Dr. Lemons motioned to both consider Ms. Ali’s proposal and to initiate  
98 discussion. It was seconded and discussion ensued. Professor Sandra Campeanu explained  
99 that the Committee on Admissions, Evaluations, and Academic Standards (CAEAS) did not  
100 have the opportunity to properly review what had been presented, as the proposal was not  
101 provided to the committee in a timely manner. In the interest of Lehman College students,  
102 Prof. Campeanu made a motion to refer the resolution to CAEAS for review. She shared that  
103 there were issues in the past where students were denied financial aid because of CR/NC and  
104 expressed the importance of a thorough assessment. Ms. Ali maintained the opposite, and

105 expressed that the policy would be beneficial for students, as it would not only offer  
106 flexibility, but also safeguard the quality of their academic experience. There were many  
107 points made between Prof. Campeanu and Ms. Ali as discussion continued.

108  
109 Dr. Alicia Georges called the question—a motion to call off the debate. Her motion was put  
110 to a vote. The motion passed by a 2/3 majority vote and discussion ended.

111  
112 The motion to refer the resolution to the CAEAS committee was then put to a vote. The  
113 motion was approved by majority vote.

114  
115 Ms. Ali presented a guide on the best practices for online learning, which was authored by  
116 the Student Legislative Assembly (SLA) and the Student Government Association (SGA).  
117 She informed of the recommendations' purpose, which was to ensure that faculty make  
118 reasonable accommodations for students amid the difficulties brought on by the pandemic.  
119 The Senate Parliamentarian, Prof. Duane Tananbaum, pointed out that only senators were  
120 currently being made aware of the recommendations. He suggested that Ms. Ali motion to  
121 task the Provost with the responsibility of distributing the recommendations to a wider  
122 audience. Thereafter, Ms. Ali made a motion that the Provost disseminate the  
123 recommendations to faculty, it was seconded, and discussion ensued. Dr. Victor Brown, the  
124 Associate Provost for Academic Programs and Educational Effectiveness, noted an issue that  
125 had not been factchecked. He explained that the Office of the Provost should accept the  
126 recommendations once corrective edits were made. Ms. Ali agreed. Professor Joseph Fera  
127 clarified, before the motion was brought to a vote, that the recommendations would be  
128 provided to the Provost for dissemination to faculty, pending corrections to the document.  
129 The motion was then put to a vote. The motion was unanimously approved.

130  
131 See Attachment I

132  
133 **REPORTS OF STANDING COMMITTEES**

134  
135 **1. Graduate Studies**

136 Professor Janet DeSimone presented proposals for curriculum changes in the Department of  
137 Mathematics and the Department of Counseling, Leadership, Literacy, and Special Education. Both  
138 proposals were unanimously approved.

139

140 See Attachment II

141

142 The next meeting was scheduled for Wednesday, April 7, 2021 at 11:00 a.m. via Zoom.

143

## 144 **2. Governance Committee**

145 Professor Joseph Fera discussed several informational items. He first informed that the College  
146 Senate would be recorded from this moment onward as well as made available to the Lehman  
147 College community in a secure manner. Prof. Fera assured that access to the recordings would be  
148 contingent on a CUNY or Lehman College credential and that all would be notified once access is  
149 arranged.

150

151 Prof. Fera provided an update on Faculty Committee Vacancies. He also reminded of the Senator-  
152 at-Large elections process, which would be done through the online LimeSurvey. He thanked  
153 Professor Katherine Burt; the AVP for Information Technology, Ediltrudys Ruiz; and the  
154 Administrator for Servers and Advanced Systems, Fan Lin, for their help with the arrangement.

155

156 Prof. Fera brought a fourth informational item to the Senate. He informed that there may be a second  
157 distance learning resolution in the making—a resolution which was endorsed last semester, which  
158 may need an extension. He briefed that the resolution may arrive to the floor of the College Senate,  
159 if endorsed by the department chairs at the meeting of the Faculty, Personnel, and Budget (FP&B).

160

161 See Attachment III

162

163 The next meeting was scheduled for Thursday, March 25, 2021 at 9:00 a.m. via Zoom.

## 164 **3. Committee on Admissions, Evaluations and Academic Standards**

165 Professor Sandra Campeanu summarized the role of the committee and stressed its importance in  
166 ensuring that student voices are heard. She assured that the committee would be looking into the

167 Credit/No Credit policy as well as determining whether such would be in the best interest of Lehman  
168 College students. She urged all interested to attend the committee meetings and shared that all  
169 thoughts and opinions are welcomed.

170  
171 Prof. Campeanu presented a proposal for a curriculum change in the Adult Degree Program. The  
172 proposal was unanimously approved.

173

174 See Attachment IV

175

#### 176 **4. Undergraduate Curriculum**

177 Professor Lynn Rosenberg presented a proposal for a curriculum change in the Adult Degree  
178 Program. She also presented proposals for curriculum changes in the following departments:  
179 Journalism and Media Studies, Mathematics, Speech-Language-Hearing Sciences, and Political  
180 Science. All presented proposals were unanimously approved.

181

182 See Attachment V

183

184 The next meeting was scheduled for Wednesday, April 7, 2021 at 1:00 p.m. via Zoom.

185

#### 186 **5. Academic Freedom:**

187 There was no report. Professor David Manier announced that the committee would be discussing  
188 mental health related issues. He welcomed all to attend.

189

190 The next meeting was scheduled for Thursday, March 11, 2021 at 3:30 p.m. via Zoom.

191

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

193 Mr. Steven Castellano brought announcements from the Library, Division of Information  
194 Technology, Online Education, and concerning Blackboard.

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196 See Attachment VI

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198 The next meeting was scheduled for Wednesday, March 31, 2021 at 11 a.m. via Zoom.

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**7. Campus Life and Facilities**

There was no report. Professor Penny Prince provided the link to the COACHE survey in the chat window and urged faculty to complete the survey before the March 21, 2021 deadline.

The next meeting was scheduled for Wednesday, April 7, 2021 at 2:00 p.m. via Zoom

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

Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget and Long Range Planning.

See Attachment VII

The next meeting was scheduled for Wednesday, April 21, 2021 at 1:00 p.m. via Zoom

**9. University Faculty Senate Report**

The report on the events of the February 23rd Plenary Session was provided in the chat window.

See Attachment VIII

The next Plenary Session was scheduled for Tuesday, March 23, 2021 at 6:30 p.m. via Zoom.

**4. Report of Ad Hoc Committee**

**a. Report of the Academic Assessment Council—**

Professor Donald Sutherland provided an update on the activities of the Academic Assessment Council Ad-Hoc Committee.

See Attachment IX

The next meeting was scheduled for Tuesday, April 6, 2021 at 2:00 p.m. via Zoom.

230 **Old Business**----Professor Wendell Cooper informed that the committee would leave the class size  
231 resolution on the table, as the committee would be working on revisions to address the concerns  
232 raised at the last College Senate. He also announced that there would be an Ad Hoc subcommittee,  
233 open to all, for this purpose. Prof. Cooper urged all interested to join.

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235  
236 **New Business**----Ms. Sumana Ali briefed on the land acknowledgment statement. She  
237 communicated that the statement would pay homage to Native American heritage tied to the land  
238 on which Lehman College stands. Ms. Ali informed that drafts of the statement were sent to  
239 administrators accordingly, and that she would be updating students, faculty, and staff on the  
240 progression of the matter. She submitted a link to the statement in the chat window.

241  
242 Professor Elia Machado commented positively on the land acknowledgment statement, informing  
243 the Senate that one had also been prepared for the upcoming Bronx Environmental Summit, and  
244 arranged further discussion with Ms. Ali to collaborate.

245  
246 Ms. Nadine Zerphey pointed out the importance of ensuring that attendees are cognizant of the  
247 College Senate reports, which are posted on the Senate website. Ms. Zerphey shared her screen to  
248 convey the location of the webpage as well as the location of the materials for the meeting.

249  
250 **ADJOURNMENT**

251 President Lemons adjourned the meeting at 5:07 p.m.

252  
253

254 Respectfully submitted:

255  
256 Cynthia Cessant



## **Recommendations for Online Learning**

The Covid-19 pandemic has disproportionately affected our community. Most Lehman students have been adversely affected. With an average income of thirty thousand dollars, Lehman College students have been fighting food and housing insecurity as well as generational wealth disparity. This document was created as a guide for Lehman College Administration and Faculty to provide reasonable accommodations for students struggling to overcome the pandemic's impact. The Lehman College Student Government Association and Student Legislative Assembly interviewed their peers from classes, clubs and shared their own experiences with different departments to provide the following online learning recommendations.

- **Consider providing flexible deadlines.** Keep in mind that students work from home, balancing work, family, and attending school during a global pandemic. Although many students have transitioned to online learning and working from home, this does not mean students can complete more work. Moreover, Lehman has many non-traditional students who may not have an appropriate (peaceful and safe) environment as they would on various campus locations.
- **Consider providing reasonable accommodations for students struggling to meet deadlines due to disruptions in online learning.** Before COVID 19, failure to meet deadlines on class assignments resulted in a deduction of points, and students were penalized for late submissions by losing 5-10% of the grade each day the assignment was late. However, online learning has presented many challenges for students, including technical difficulties, disruptions in-class instruction/lectures, and challenges for students with learning disabilities. Students have many different learning styles, which should be kept in mind when providing instruction through online learning. Therefore, providing reasonable accommodations such as a 48-hour grace period on assignments should encourage students to transition to the online learning process.
- **Professors should grade assignments promptly.** If students must submit assignments on time; therefore, professors should fairly reciprocate those actions with respect. Consistently receiving late submission grades creates uncertainty and anxiety within students' academic standing.
- **Educate students on INC grades, CR/NC, class withdrawal dates, and resources to access class materials. We understand that it is not your job as faculty to discuss**



**CR/NC or the academic calendar. However, we do not have enough academic advisors in Lehman.** Students are experiencing food and housing insecurity, contracting Covid-19, and may not know what they can do to salvage grades for a class. Please remind students about the [academic calendar of CUNY](#).

- **Some students may not be able to afford their textbooks due to financial hardships stemming from the pandemic's impact.** As a result, professors need to educate their students on what resources are available on campus to assist them with resource information to aid students' progression throughout the course. The library is providing help with textbooks to meet the need for more accessible textbooks. Contact Lehman College Chief Librarian, Mr. Kenneth Schlesinger, for information on textbooks so your students can use an electronic version for free.
- **Provide reasonable requirements for participation.** Students have made complaints of unreasonable requirements for participation and attendance in some classes. Requiring cameras and mics to measure participation is an example of an unreasonable participation requirement. Some students do not have built-in mics and cameras or adequate internet connection to utilize these online features. Thus, requiring them to have these features adds to their stresses, and students should not be penalized for failure to fix a technological issue that is out of their control. Lack of access to technology or a supportive environment during virtual learning creates unnecessary stress and an unpleasant classroom environment for students who may not have the resources to experience this full pandemic force. **Note:** The Office of Campus Life and the Office of Student Affairs has stated requiring students to have cameras on is against school policy as it shows professors and other classmates a student's vulnerable home situation (they could be homeless, in an abusive setting, Etc.). Professors that require cameras to be turned on are breaking this policy.
- **Class materials should be listed before classes start.** Some faculty do this. Others may even give extra time for students to access the materials. Less than two weeks to access class materials (books or online access codes) is unreasonable in our current circumstances. Also, ensuring that the textbook is available as a cheaper or free pdf will make students' circumstances easier.
- **Professors with fully online classes should strive to improve their communication with students.** Putting texts and course materials on Blackboard and expecting students to figure out the course is not practical because we are doing virtual learning for the third



time. Allow students to text or call you if your class is asynchronous; create alternatives for them to reach out other than just via email. Also, provide students with a breakdown of your Blackboard profile on the first day of class. Contact Stephen Castellano or IT if you need a tutorial on using Blackboard efficiently.

- **Refrain from assigning work outside of class meeting days, especially on weekends or holidays.** Many students have stated faculty were assigning work on weekends and scheduling due dates on random days and weekends rather than establishing consistent due dates. For example, all homework for Math 103 is due on Tuesdays, and all homework for English 344 is due only on Thursdays. Inconsistently with due dates do not provide a structure/routine and cause overwhelming work schedules. Students are consistently working and not having any days to themselves or to look about their mental and physical health.
- **Suppose exams or tests exceed 2 ½ hours.** Allow intermissions so students can use the bathroom breaks and to tend to family living with them. Allow the same time allowance on tests as you would in person. Asking students to complete tests in a shorter time than in-person exams is unreasonable. Some professors and departments have given shorter exam times in response to the fear that students **might** cheat. During the fall 2020 semester, one department required students to answer each question in the exam within 30 seconds. The department argued that it could be done if the students studied, not considering that it took time to solve equations, pick apart questions and comprehend long structured sentences. Some students could not read questions on time because English is their second or third language.
- **Do not penalize students for family/medical emergencies, technical issues during testing, or online submissions.** Students experiencing technical issues or emergencies should be given a chance to submit tests and assignments. Students reported issues even when they provided evidence, such as written medical notes.
- **Extend testing and examination durations** in foreign language courses, writing-intensive courses, and major courses to consider internet issues, students' environmental issues, or any further inevitable issues (internet connection due to weather) that might arise from remote learning. Students benefit from having more time in asynchronous courses because of the learning disadvantages caused by the lack of an in-person classroom lecture. Consider the circumstances of those students who know they learn better with synchronous classes but may have had limited options of enrolling in all synchronous class versions of their needed courses. On the blackboard platform, testing



features can be utilized to support students' success in test-taking. For instance, the test resume feature always allows students to log back into their original test if they are kicked out before the expired time or have equipment issues. It could also decrease students' need to contact the professor and retake the test.

- **Group chats are a part of student culture at Lehman, and students use group chats to stay in touch with their peers.** Before online learning, students at Lehman had the chance to form lifelong friends and have always had the chance to collaborate and communicate with each other outside classrooms. **Students should be allowed to have group chats to study together, share notes, and provide support for each other.** It is a very isolating time, and group chats can help students stay engaged and updated while decreasing the number of emails faculty will get from students. **If your students did not cheat using group chats before online learning, they will not now.** So please trust and advise your students on the importance of making ethical decisions.

Students are aware that faculty and administration are also experiencing Covid-19 like the rest of us. However, our enrollment for the Spring 2021 semester is down by 26%. Failure to accommodate the reasonable procedures listed above is one contributing factor to why our students are not re-enrolling during the pandemic. Suppose more have students drop-out, faculty positions, and student class availability as a result as this pattern continues. We are all a part of the Lehman community; we need to support each other to have a successful academic experience. We want to remain an accredited university with quality education even during the virtual setting.



**Lehman College  
Student Legislative Assembly  
Student Government Association**

**A resolution to enact credit or no credit (CR/NC) for Spring 2021**

WHEREAS, "the Covid-19 Flexible Grading Policy was designed in consultation with campus Presidents, Deans, the University Faculty Senate, the University Council of Registrars, and the University Student Senate to provide students with maximum flexibility during the ongoing and challenging transition of all courses to distance learning;" AND

WHEREAS, student constituent feedback to the Student Government Association indicated that student experience with distance learning continues to present significant struggles amid the pandemic; AND

WHEREAS, the reimplemention of the CR/NC provided a significant source of security among Lehman College students; AND

WHEREAS, Lehman College must safeguard its mission for educational accessibility and success to communities of color for the student body;

WHEREAS, the college has the discretion to extend the policy as necessary to meet public health emergency policies and practices; AND

THEREFORE, BE IT RESOLVED that Lehman College Senate urge the reinstatement of the CR/NC option for Spring 2021 to support student academic success and well-being

BE IT RESOLVED that during the Spring 2021 semester, all students shall have the option to convert any or all letter grades they earn in their classes to CR/NC grading; and be it further

RESOLVED that students shall be able to make this decision up to 20 business days after the University's final grade submission deadline. Once completed, the CR/NC option cannot be reversed.

BE IT ALSO RESOLVED, the student body at Lehman College demands the Credit/No Credit policy's reimplementation the SPRING 2021 semester.

BE IT RESOLVED that Lehman College provides adequate academic advising, holds townhall or workshops with advisors for CR/NC, and other academic policies like INC to inform students about other grading policies.

Authored by Sumana Ali, Chair of Student Legislative Assembly



**GOVERNANCE COMMITTEE**  
**Senate Report**  
**March 3<sup>rd</sup>, 2021**

1. Making Senate Recordings Available
  - a. Senate Meetings Already Recorded
  - b. Make Video Links Available to Community
  - c. Security
  
2. Faculty Committee Vacancies
  - a. Nomination Solicitation Sent 3/1
  - b. Nominations Due 3/15
  
3. Senator At-Large Elections
  - a. Every 2 Years Senator At-Large Terms Expire (Odd Years)
  - b. Governance Committee Oversees the Election Process
  - c. All Done Online Using LimeSurvey
  - d. Weighted Nomination Round: April 5<sup>th</sup> – April 19<sup>th</sup>
  - e. Weighted Election Round: May 3<sup>rd</sup> – May 17<sup>th</sup>
  
4. Next Governance Meeting: March 25<sup>th</sup> at 9am, Zoom Info on Website

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

Senate Meeting: March 3, 2021

The CAEAS committee met on February 10 at 3-4pm and had a quorum present.

The committee heard a proposal to update the degree requirements and title for the Adult Degree Program. The title would be changed from Self Determined Studies, B.A. or B.S., to a Bachelor of Arts or Sciences in Liberal and Interdisciplinary Studies. In addition, the change in requirements specify more 300-level courses and two new required courses (one introductory and one capstone). In addition, eligibility for the program was refined to no longer depend on completed credits, thus expanding access to the program. The committee voted unanimously to approve the proposal and brings it to the Senate floor for a vote.

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Self Determined Studies, B.S., B.A.

Hegis Number: 4901.00

Program Code: 02688, 02689

Effective Term: Spring 2021

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

2. **From:**

**~~Individualized Study Programs~~**

Dean of The School of Continuing and Professional Studies: Dr. Jane Mackillop

Director, Adult Degree Program: Pamela S. Hinden, LMSW

**~~The Adult Degree Program~~**

~~The Adult Degree Program (ADP) is designed for incoming Lehman students who are 25 years old or older. and meet the eligibility requirements. Applications are available in Garman Plaza NE, Room 128.~~

~~Eligibility~~

~~Students entering Lehman for the first time, either as freshmen or as transfer students, may apply to the ADP if they meet the following criteria: 1) completed 15 college credits or fewer; or 2) completed 16 to 60 college credits but have not been enrolled in an educational institution in the past five years.~~

~~Degree Requirements~~

~~Adult Degree Program students must successfully complete all exams required by CUNY for admission. Students must meet the College's General Education Foundation and Distribution Requirements (CUNY's Common Core). However the program has its own Integration Requirements (which correspond to the CUNY College Option requirements). In addition, all students must meet the minimum index required for graduation by the College and by their major department. ADP students complete a broad liberal arts course of study that includes a minimum of 36 credits of liberal arts courses outside of the major concentration.~~

### Major

Students may opt for either a regular major as described in this Bulletin (e.g., History, Biology) or design their own interdisciplinary major (e.g., Urban Studies) with the advice and approval of a committee composed of two faculty members representing the relevant study areas. The individually designed major must contain a minimum of 24 upper-division credits, excluding independent study, internships, and field placements. Students pursuing individualized majors must take at least 3 credits of independent study to qualify for Departmental honors at graduation.

### Life-Experience Credits

Students in the Program may apply for up to 15 credits for life experience. Students do not automatically qualify for these credits. They are eligible to apply for an evaluation of their employment or volunteer activities when these activities include achievements relevant to a Lehman College department. The credits for life experience will count as electives toward the 120 credits needed for graduation. Veteran's credits, Regents credits, and credits received by departmental qualifying exams are counted as part of the life experience credits.

### Non-Classroom Credits

ADP students may enroll for up to 30 academic credits for independent study activities, such as research projects, reading tutorials, and fieldwork during their college career. Students receiving life experience credits, however, have the total number of non-classroom credits available to them reduced by the number of credits received for life experience. The precise content or structure of the independent study project must be approved by the student's faculty sponsor and the sponsor's Department Chair. Written approval of his or her independent study proposal must be submitted to the ADP Office prior to registration.

### Adult Degree Colloquium

The Individualized Baccalaureate Art Colloquia (IBA 150-IBA 165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.

### The Individualized Baccalaureate Program

The Individualized Baccalaureate Program (IBAP) allows Lehman students to establish their own academic goals. IBAP students can design their own majors with the assistance and approval of a faculty committee and supplement their major with independent study. Applications are available in the Office of Individualized Studies, Garman Plaza NE, Room 128.

### Eligibility

In addition to proposing an individualized major, students must have completed at least 30 credits, but no more than 89 credits, including at least 12 Lehman College credits. Other requirements include a minimum 3.0 Lehman index and successful completion of both the GUNY Proficiency Exam and the College's English writing requirement.

### Major

~~Students can design their individualized major in a number of ways. They may present a course of study that focuses on any of the following: 1) a single aspect of one of the disciplines offered by the College; or 2) an interdisciplinary area of study. The number of credits that constitute the major is determined by the faculty committee supervising the student, subject to the restriction that students must earn a minimum of 24 upper-division course credits in the major area, but no more than 60 credits in any one department, including independent study, internships, and field placements.~~

### Life-Experience Credits

~~IBAP students who are 25 years old or older may apply for life-experience credits, where appropriate. To determine eligibility for these credits, students should meet with an advisor after they have been accepted into the program.~~

### Non-Classroom Credits

~~Students in the IBAP may take up to 30 credits of independent study, inclusive of credits received for life experience.~~

### Degree Requirements

~~See Degree Requirements as outlined under "The Adult Degree Program."~~

3. To:

**Adult Degree Program (ADP)**

Dean of The School of Continuing and Professional Studies: Dr. Jane Mackillop  
Director, Adult Degree Program: Pamela S. Hinden, LMSW

The Adult Degree Program (ADP) is designed for Lehman students who are 25 years old or older. ADP provides academic and student services designed especially for returning adult students. More information and applications are available on the program website: [www.lehman.edu/adult](http://www.lehman.edu/adult).

Eligibility

Students, age 25 and over, both freshman and transfer, may apply for admission to Lehman College directly through the Adult Degree Program. Students who have been admitted to the College through main admissions, or are readmitting to the College after a significant absence, may also be considered for admission to ADP. Currently enrolled students who have completed more than two semesters, and those who have already earned a Bachelor's degree, are not eligible for admission to ADP. Eligibility is determined via an application process that includes consideration of prior academic history, length of time out of school, work history, and a written essay.

Degree Requirements

Adult Degree Program students must successfully complete all CUNY and Lehman requirements including the Pathways General Education Common Core. ADP has its own Integration Requirements which can be used to fulfill the College Option requirements. ADP students must complete a major and meet the minimum overall and major grade point average (GPA) required for graduation by the College.

**Adult Degree Program IBA Courses**

IBA courses are designed to introduce ADP students to various aspects of a liberal arts education. IBA courses are open only to ADP students, by permission. A list of these courses can be found on the program website: [www.lehman.edu/adult](http://www.lehman.edu/adult). Students may take up to 12 credits of 100 and 200 level IBA courses.

Major

ADP students may choose to complete any Lehman College major as described in the Undergraduate Bulletin (e.g., History, Biology, Business, Nursing, etc.). Alternatively, ADP students may opt to complete the requirements for the major in Liberal and Interdisciplinary Studies. See Bachelor (B.A. or B.S.) Degree in Liberal and Interdisciplinary Studies for more information.

Credit for Prior Learning/Prior Learning Assessment (CPL/PLA)

Students in the Program may apply for up to 15 credits for prior learning. Students do not automatically qualify for these credits. They are eligible to apply via portfolio for an evaluation of learning gained through employment or volunteer activities when this

learning is relevant to a Lehman College course or department. Credits for Prior Learning may count as electives toward the 120 credits needed for graduation. Credit for Prior Learning may also be awarded for a specific course when the student is able to demonstrate that they have met at least 70% of the course's learning objectives. Prior learning is evaluated by faculty and credit decisions are final.

### **Bachelor (B.A. or B.S.) Degree in Liberal and Interdisciplinary Studies (BLIS) – 30-36 credit major**

The Bachelor of Arts or Sciences (B.A. or B.S.) in Liberal and Interdisciplinary Studies (BLIS) allows ADP students to create an interdisciplinary focus that follows their own academic goals. The credit range, 30-36, is to ensure that students are able to include any prerequisite courses needed for their studies. The B.A. will require that 90 of the 120 credits earned will be designated as liberal arts. The B.S. will require that 60 of the 120 credits earned will be designated as liberal arts. More information is available on the program website: [www.lehman.edu/adult](http://www.lehman.edu/adult).

Eligibility:  
All ADP students are eligible.

Requirements:  
The Liberal and Interdisciplinary Studies major requires a minimum of 30-36 credits, of which 18 must be at the 300 level or higher.

There are two required courses for all BLIS majors:

- IBA 301 (3 credits), Introduction to Interdisciplinary Studies: intended to be completed during the first semester of participation in the major but after the student has completed a minimum of 24 overall credits.
- IBA 482 (3 credits), Capstone Seminar: to be completed after the student has earned at least 27 credits in the major courses.

The remaining 24-30 credits of the major are chosen by the student as part of a proposal developed during IBA 301, in consultation with ADP faculty/advisors. The proposal must reflect a minimum of two or more disciplines and will be approved by the ADP Advisory Board or by faculty/advisors from the primary disciplines.

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

Renaming the degree from Self-Determined Studies (BA/BS) to a Bachelor (of Arts or Sciences) in Liberal and Interdisciplinary Studies is necessary for two reasons. First, the new name provides further clarity to both internal and external audiences as to the nature of the student's studies. In addition, Liberal and Interdisciplinary Studies is a more comprehensive descriptor that is widely recognized and respected in higher education.

Among similar programs offered in the CUNY and SUNY systems, the large majority include “interdisciplinary studies” or “Liberal Studies” in their names (CUNY BA, School of Professional Studies, SUNY Albany, Alfred State, SUNY Empire, SUNY Polytechnic, Potsdam State, SUNY Purchase, and Richmond); only two (Buffalo State and SUNY Fredonia) include “Individualized” or “Self-Design” in their program’s name.

Changing the major requirements provides substantially more structure and rigor to the Major. At present, students who major in Self-Determined Studies must take a minimum of 24 credits at the 200-level or above, as per the undergraduate bulletin. This has been the program’s definition of “upper-division.” In practice, the program has required that students take 30 credits, but this isn’t noted in the bulletin. This has allowed students to graduate in SDS while taking very few, if any, 300-400 level courses. While some students pursued a clearly defined objective that reflected a well-planned set of courses, SDS students also had the choice to choose a general liberal arts focus. In the latter case, the SDS major offered very little academic coherence. Even in the best case, when students have a well-planned set of courses, there is not enough structure to the major. Moreover, there is no learning community; SDS students complete their courses as agreed upon but there is no connection with other SDS students.

The goal of the newly named BLIS major is to provide students with a well-structured, rigorous and clear path to completion of the major within a learning community of other adult students. BLIS will include an introductory class that will introduce the student to interdisciplinary study and research, and a capstone class that will require the student to produce a paper, presentation or project bringing together the focus of their studies.

Students will begin the major with IBA 301. The course will be similar in structure and content to MLS 701, a required introductory course in the Master of Arts in Liberal Studies degree program. Both courses are designed to help the student gain an understanding of the growing field of interdisciplinary study and research while exposing them to a variety of disciplines. A requirement of IBA 301 will be that the student complete a written proposal describing the areas of study they wish to pursue with a list of possible courses. Once the proposal is approved, the student will have a structured path to follow through the major. Increased rigor is ensured by requiring that students take a majority of their classes at the 300-level or higher.

Although it is not possible to provide a full cohort experience since students will be following individual plans, it is expected that IBA 301 will create a learning community of BLIS majors. This is similar to what happens in other IBA courses; ADP students meet each other in these courses, develop friendships and support systems which they maintain throughout their time at Lehman.

When the student is near completion of their plan of study, BLIS provides an opportunity for reflection and integration. The capstone course, IBA 482, will require the student to develop a paper, presentation or project building on what has been learned from their course of study. This will bring the learning community which began in IBA 301 back together for the conclusion of the major.

Our goal in making this change is to continue providing the flexible curriculum that adult students desire but within a structure that enables them to achieve specific learning and career goals. The structure of this revised program is broadly similar to the successful “Unique and Interdisciplinary Studies” option in the CUNY Baccalaureate Program.

Other changes expand access to the program, establish an application process, modernize language throughout, and make processes/procedures consistent with those of the College, CUNY, and the field of Adult Learning.

5. **Date of departmental approval:** School of Continuing and Professional Studies, Adult Degree Program Advisory Committee, January 19, 2021

Approved by UCC on 2/3/21

Approved by CAEAS on 2/17/21

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

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

2.

Department(s)	Adult Degree Program
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	Liberal and Interdisciplinary Studies
Course Prefix & Number	IBA 301
Course Title	Introduction to Liberal and Interdisciplinary Studies
Description	Reading, writing, and research methods for asking questions and finding answers across multiple academic disciplines
Pre/ Co Requisites	Completion of 24 credits
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 required for all students in the BA program in Liberal and Interdisciplinary Studies and should be taken immediately after declaring the major, but not before earning a minimum of 24 credits.

The course provides an introduction to basic research and writing skills within the liberal arts while exposing them to a variety of disciplines. It provides a deeper understanding of the methodologies and thought processes associated with interdisciplinarity, which will improve their ability to design their own curriculum and will enhance their learning experience in the electives they take within the program. Students will be required to develop a proposal of courses covering a minimum of two disciplines that, once approved, will serve as the course map for their BLIS degree.

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

- Develop a specific research question in conjunction with a literature review, using sources from multiple academic disciplines
- Identify primary source databases relevant to this research question
- Demonstrate use of critical methodologies for engaging with those sources, drawing from at least two different academic disciplines
- Demonstrate ability to revise based on peer review
- Demonstrate familiarity with methods of data collection and organization

5. **Date of Departmental Approval:** School of Continuing and Professional Studies, Adult Degree Program Advisory Committee, January 19, 2021

Approved by UCC on 2/3/21

Approved by CAEAS on 2/17/21

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

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

2.

Department(s)	Adult Degree Program
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	Liberal and Interdisciplinary Studies
Course Prefix & Number	IBA 482
Course Title	Capstone Seminar
Description	Production of a capstone project that serves as a reflection and integration of learning in the Liberal and Interdisciplinary major.
Pre/ Co Requisites	Department permission and completion of 27 credits in Liberal and Interdisciplinary Studies major.
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 enable students in the BA/BS in Liberal and Interdisciplinary Studies to synthesize the disciplines of their concentration in application

to a scaffolded capstone research project, which will result in a final paper or project that will be the culmination of the BLIS major.

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

- Integrate a minimum of two different areas of study in application to a single research question or set of questions
- Research and write a substantial paper that critically analyzes primary and secondary sources or develop a project approved by instructor
- Engage in respectful and constructive criticism of their peers' written and spoken presentations
- Present their work in progress orally and in written form to their peers

5. **Date of Departmental Approval:** School of Continuing and Professional Studies, Adult Degree Program Advisory Committee, January 19, 2021

Approved by UCC on 2/3/21

Approved by CAEAS on 2/17/21

Senate Meeting – March 3, 2021

**Proposed Graduate Studies Report**

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

Department of Mathematics

- New Advanced Certificate Program: Actuarial Mathematics

Department of Counseling, Leadership, Literacy and Special Education

- Change in admission requirements:
  - M.S.Ed. Program in Early Childhood Special Education;
  - M.S.Ed. Program in Childhood Special Education
  - M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist
  - Dual Certification Program in Early Childhood Special Education and Early Childhood Education
  - Dual Certification Program in Childhood Special Education and Childhood Education
  - M.S.Ed. Program in Bilingual Early Childhood Special Education
  - M.S.Ed. Program in Bilingual Childhood Special Education
  - Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education
  - Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education

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

Our next meeting will be on **April 7 at 11 a.m. via Zoom.**

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Early Childhood Special Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

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

2. **From:**

**Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
- ~~5. An essay outlining career goals.~~
- ~~6. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
7. Two letters of recommendation.
8. Participation in an interview.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with

a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

#### **The 36-Credit M.S.Ed. Program in Early Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3

<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>The 36-Credit M.S.Ed. Program Childhood:</b>		
		<b>Credits</b>
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and	3

	Linguistically Diverse Childhood Students with Disabilities	
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
5. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
6. Two letters of recommendation.
7. Participation in an interview.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.

2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

#### **The 36-Credit M.S.Ed. Program in Early Childhood:**

	Credits
<b>EDS 701</b> Understanding Individuals with Disabilities	3
<b>EDS 702</b> The Young Child with Special Needs	3
<b>EDS 743</b> Behavioral Assessment, Management, and Change	3
<b>EDS 703</b> Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b> Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b> Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b> Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b> Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3

<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**The 36-Credit M.S.Ed. Program Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings:	3

Grades 1 to 6		
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

#### 4. **Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

#### 5. **Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Childhood Special Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

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

2. **From:**

**Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
- ~~5. An essay outlining career goals.~~
- ~~6. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
7. Two letters of recommendation.
8. Participation in an interview.

**Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

**The 36-Credit M.S.Ed. Program in Early Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3

<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**The 36-Credit M.S.Ed. Program Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with	3

Learning Problems		
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
5. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration

among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?

- c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
6. Two letters of recommendation.
  7. Participation in an interview.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

**Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

**The 36-Credit M.S.Ed. Program in Early Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**The 36-Credit M.S.Ed. Program Childhood:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3

<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3

**EDS 720**

Student Teaching Seminar

3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

**4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

**5. Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Students with Disabilities  
Grade 7-12 Generalist**

Hegis Number: 0808

Program Code: 25829

Effective Term: Fall 2021

1. **Type of Change:**

2. **From:**

**Admission Requirements to the 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching in a content area at the grades 7-12 level, or 6 semester hours at the graduate or undergraduate levels in each of the following subject areas: mathematics, English language arts, social studies, and science. Students who do not meet this admission requirement may be advised to take additional coursework as co-requisites to the program to remediate any academic deficiencies.
- ~~4. An essay outlining career goals.~~
- ~~5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
6. Two letters of recommendation.
7. Participation in an interview.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist:**

		Credits
<b>EDS 712</b>	The Adolescent with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 714</b>	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
<b>EDS 716</b>	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities	3

## in Inclusive and Specialized Settings

<b>EDS 720</b>	Student Teaching Seminar	3
<b>ESC 519</b>	Teaching Science in Middle and High School	3
<b>ESC 532</b>	Teaching Mathematics in Middle and High School	3
<b>ESC 533</b>	Teaching World History in Middle and High School	3
	Or	
<b>ESC 534</b>	Teaching U.S. History and Government	3
<b>EDR 713</b>	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching in a content area at the grades 7-12 level, or 6 semester hours at the graduate or undergraduate levels in each of the following subject areas: mathematics, English language arts, social studies, and science. Students who do not meet this admission requirement may be advised to take additional coursework as co-requisites to the program to remediate any academic deficiencies.

4. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
5. Two letters of recommendation.
6. Participation in an interview.

#### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

#### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

**Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

**Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

**The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12****Generalist:**

		Credits
<b>EDS 712</b>	The Adolescent with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 714</b>	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
<b>EDS 716</b>	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3
<b>ESC 519</b>	Teaching Science in Middle and High School	3
<b>ESC 532</b>	Teaching Mathematics in Middle and High School	3

<b>ESC 533</b>	Teaching World History in Middle and High School	3
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Or

<b>ESC 534</b>	Teaching U.S. History and Government	3
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<b>EDR 713</b>	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3
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*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

#### 4. **Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

#### 5. **Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Early Childhood Special Education and Early Childhood Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements and Catalogue Text

2. **From:**

**Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
- ~~3. An essay outlining career goals.~~
- ~~4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Participation in an interview.
7. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

**Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### Graduation Requirements

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### Special Education Overview

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### The 48-Credit Dual Certification Program in Early Childhood Special Education and General Education:

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
	Early Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3

<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification Program in Childhood Special Education and Childhood Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
	Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3

<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

**Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.

d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.

4. Two letters of recommendation.
5. Participation in an interview.
6. Certification of placement and assurance of ability to complete all the program and course requirements.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

**The 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and General Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
	Early Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification M.S.Ed. Program in Childhood Special Education and Childhood Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
	Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

**NOTE:** A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

4. **Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

5. **Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Childhood Special Education and Childhood Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements and Catalogue Text

2. **From:**

**Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
- ~~3. An essay outlining career goals.~~
- ~~4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Participation in an interview.
7. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification Program in Early Childhood Special Education and General Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 702</b>	The Young Child with Special Needs	3
	Early Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b>	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3

<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification Program in Childhood Special Education and Childhood Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
	Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and	3

	Linguistically Diverse Childhood Students with Disabilities	
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

**Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?

- c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
4. Two letters of recommendation.
  5. Participation in an interview.
  6. Certification of placement and assurance of ability to complete all the program and course requirements.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated

information about the new tests

at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### Special Education Overview

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### The 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and General Education:

	Credits
<b>EDS 701</b> Understanding Individuals with Disabilities	3
<b>EDS 702</b> The Young Child with Special Needs	3
Early Childhood Education Courses	12
<b>EDS 743</b> Behavioral Assessment, Management, and Change	3
<b>EDS 703</b> Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b> Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDS 705</b> Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
<b>EDS 741</b> Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 706</b> Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b> Research in Special Education	3
<b>EDS 718</b> Culminating Master's Project	3
<b>EDS 719</b> Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b> Student Teaching Seminar	3

*Early Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor:*

**The 48-Credit Dual Certification M.S.Ed. Program in Childhood Special Education and Childhood Education:**

		Credits
<b>EDS 701</b>	Understanding Individuals with Disabilities	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
	Childhood Education Courses	12
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDS 710</b>	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
<b>EDS 741</b>	Psycho-educational Evaluation of Children with Learning Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.*

**NOTE:** A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

**4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

**5. Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Bilingual Early Childhood Special Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

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

2. **From:**

**Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
- ~~4. An essay outlining career goals.~~
- ~~5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
6. Two letters of recommendation.
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 42-Credit Certification Program in Bilingual Early Childhood Special Education:**

	Credits
<b>EBS 701</b> Issues in Bilingualism	3
<b>EDS 702</b> The Young Child with Special Needs	3
<b>EDS 743</b> Behavioral Assessment, Management, and Change	3
<b>EDS 703</b> Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b> Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b> Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b> Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to	3

Grade2		
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and	3

Linguistically Diverse Childhood Students with Disabilities		
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
4. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?

- c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
5. Two letters of recommendation.
  6. Successful participation in a bilingual interview.
  7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New

York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### Special Education Overview

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

#### The 42-Credit Certification Program in Bilingual Early Childhood Special Education:

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741: Not expected to be offered in 2016-2017.**

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

**4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

**5. Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S.Ed. Program in Bilingual Childhood  
Special Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

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

2. **From:**

**Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
4. ~~An essay outlining career goals.~~
5. ~~A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
6. Two letters of recommendation.
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 42-Credit Certification Program in Bilingual Early Childhood Special Education:**

	Credits
<b>EBS 701</b> Issues in Bilingualism	3
<b>EDS 702</b> The Young Child with Special Needs	3
<b>EDS 743</b> Behavioral Assessment, Management, and Change	3
<b>EDS 703</b> Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b> Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b> Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b> Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to	3

Grade2		
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and	3

	Linguistically Diverse Childhood Students with Disabilities	
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** *Not expected to be offered in 2016-2017.*

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
4. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?

- c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
5. Two letters of recommendation.
  6. Successful participation in a bilingual interview.
  7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

### **Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.

- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### Special Education Overview

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### The 42-Credit Certification Program in Bilingual Early Childhood Special Education:

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities	3

in Inclusive and Specialized Settings

**EDS 720** Student Teaching Seminar 3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

**The 42-Credit Certification Program in Bilingual Childhood Special Education:**

Credits

**EBS 701** Issues in Bilingualism 3

**EDS 707** The Childhood Student with Disabilities 3

**EDS 743** Behavioral Assessment, Management, and Change 3

**EDS 708** Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities 3

**EDS 709** Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students 3

**EDE 738** Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6 3

**EDE 739** Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6 3

**EBS 741** Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems 3

**EDS 711** Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities 3

**EDS 715** Research in Special Education 3

**EDS 718** Culminating Master's Project 3

**EDS 719** Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings 3

**EDS 720** Student Teaching Seminar 3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

**NOTE:** A 15-18-credit bilingual extension may be elected as an addition to any of the

*above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

4. **Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

5. **Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education**

Hegis Number: 0808

Program Code: 25815

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements and Catalogue Text

2. **From:**

**Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
- ~~3. An essay outlining career goals.~~
- ~~4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Successful participation in a bilingual interview.
7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape

of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
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### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:**

	Credits
<b>EBS 701</b> Issues in Bilingualism	3
<b>EDS 702</b> The Young Child with Special Needs	3
<b>EDS 743</b> Behavioral Assessment, Management, and Change	3
<b>EDS 703</b> Practicum in Behavioral Assessment and Management	3

	of Culturally and Linguistically Diverse Young Chi	
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade2	3
<b>EDC 715</b>	Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2	3
<b>EDC 717</b>	Developing Science Concepts in Early Childhood Settings, Birth to Grade 2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

**The 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3

<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
<b>EDE 715</b>	Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
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<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

#### **Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
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#### **Continuation Requirements for Students in the Special Education Sequences of Study**

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a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

- An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
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### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification M.S.Ed. Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:**

	Credits
<b>EBS 701</b> Issues in Bilingualism	3
<b>EDS 702</b> The Young Child with Special Needs	3
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<b>EDS 703</b> Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3

<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2	3
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<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

**EBS 701, EBS 741:** Not expected to be offered in 2016-2017.

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		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
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<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood	3

Students with Disabilities		
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<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
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<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
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<b>EDS 720</b>	Student Teaching Seminar	3

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4. **Rationale:**

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This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

5. **Date of departmental approval: December 2, 2020**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: **Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education**

Hegis Number: 0808

Program Code: 25812

Effective Term: Fall 2021

1. **Type of Change:** Change in Admission Requirements and Catalogue Text

2. **From:**

**Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
- ~~3. An essay outlining career goals.~~
- ~~4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.~~
5. Two letters of recommendation.
6. Successful participation in a bilingual interview.
7. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY\\_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp)

### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

### **The 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 702</b>	The Young Child with Special Needs	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 703</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
<b>EDS 704</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
<b>EDC 738</b>	Literacy in Bilingual/Bicultural Early Childhood	3

	Settings, Birth to Grade 2	
<b>EDC 739</b>	Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade2	3
<b>EDC 715</b>	Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2	3
<b>EDC 717</b>	Developing Science Concepts in Early Childhood Settings, Birth to Grade 2	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 706</b>	Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

**The 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education:**

		Credits
<b>EBS 701</b>	Issues in Bilingualism	3
<b>EDS 707</b>	The Childhood Student with Disabilities	3
<b>EDS 743</b>	Behavioral Assessment, Management, and Change	3
<b>EDS 708</b>	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3

<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
<b>EDE 715</b>	Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

### 3. To:

**Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early**

**Childhood Education or Childhood Education for applicants who do not possess New York State certification:**

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
  - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
  - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
  - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
  - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
4. Two letters of recommendation.
5. Successful participation in a bilingual interview.
6. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
7. Certification of placement and assurance of ability to complete all the program and course requirements.

**Continuation Requirements for Students in the Special Education Sequences of Study**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15- to 30-minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
3. Students must take and submit grades earned on the Special Education Content Specialty Test.

### **Continuation Requirements for Students in the Dual Certification Special Education and General Education Sequences of Study.**

1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of 18 graduate credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15-to 30-minute videotape of a lesson with a whole class as part of a performance evaluation.
3. Students must take and submit scores from the Multi-Subject Content Specialty Test and the Special Education Content Specialty Test.

### **Graduation Requirements**

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### **Special Education Overview**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all special education options

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<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*EBS 701, EBS 741: Not expected to be offered in 2016-2017.*

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<b>EDS 709</b>	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
<b>EDE 738</b>	Learning and Teaching Literacy in Bilingual/Bicultural	3

Childhood Settings: Grades 1 to 6		
<b>EDE 739</b>	Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
<b>EDE 715</b>	Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6	3
<b>EDE 717</b>	Learning and Teaching Science in Childhood Settings: Grades 1 to 6	3
<b>EBS 741</b>	Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems	3
<b>EDS 711</b>	Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
<b>EDS 715</b>	Research in Special Education	3
<b>EDS 718</b>	Culminating Master's Project	3
<b>EDS 719</b>	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
<b>EDS 720</b>	Student Teaching Seminar	3

*NOTE: A 15-18-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs. A 12-credit extension for teaching individuals who are gifted and talented may be added upon completion of any of the above programs.*

To obtain Special Education Certification in New York State, all applicants will be required to pass the New York State Content Specialty Test in Special Education and the NYS Bilingual Education Assessment (BEA) when appropriate.

#### **4. Rationale:**

A graded scholarly paper is one of the current requirements for admission to a Master's degree in special education. However, there are many instances when applicants to the program do not have a scholarly paper and lack of this application material impacts their ability to complete their application or complete it in a timely manner; thus responding to select questions would provide an alternative. The Graduate Admissions Office has also

recommended that the Special Education Graduate program adopt a uniform requirement regarding the scholarly paper requirement for all applicants to the M.S.Ed program. Substituting the admission essay with the graded scholarly paper will enable all applicants to complete and submit a uniform requirement.

This change in admission requirements will not impact the learning outcomes of the department and the major/program.

The degree type (MSEd) was added to program titles for clarity.

**5. Date of departmental approval: December 2, 2020**

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

**DEPARTMENT OF MATHEMATICS**

**Request for Registration of a New Advanced Certificate Program**

Name of Program and Degree Award: Actuarial Mathematics Advanced Certificate Program

Program Code: TBD

Proposed HEGIS code: TBD

Effective Term: Fall 2021

1. **Type of Change:** New Advanced Certificate Program

2. **From:** N/A

3. **To: 20-Credit Advanced Certificate Program in Actuarial Mathematics.**

The Advanced Certificate in Actuarial Mathematics is designed to provide broad training in the basic mathematics needed to pursue a career in actuarial science. Special attention is given to probability, financial mathematics, and mathematical statistics. The courses are organized to assist the student to prepare for both the Actuarial P and Actuarial FM Exams; the program also includes a course recognized by the Society of Actuaries for Validation by Educational Experience (VEE) credit.

**Admissions Requirements:**

1. Have a bachelor's degree or its equivalent from an accredited college or university.
2. Demonstrate the potential to successfully pursue graduate study by having attained a minimum undergraduate grade average of B in required mathematics courses and a B- in the undergraduate record as a whole.
3. Have completed courses in Calculus I and Calculus II.
4. Two letters of recommendation.
5. A personal statement explaining your career plans.

**Program of Study:** The program of study consists of the following five required courses:

- a) MAT 664: Financial Mathematics (4 credits)
- b) MAT 681: Probability (4 credits)
- c) MAT 764: Advanced Financial Mathematics and Applications (4 credits)

- d) MAT 781: Advanced Probability and Applications (4 credits)
- e) MAT 782: Mathematical Statistics (4 credits)

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate program; the graduate advisor will determine exemption from courses (up to 8 credits) in the required curriculum.

4. **Rationale:** The profession of actuary consistently ranks among the top jobs in the United States with demand overpowering supply for the last 30+ years. In fact, the Bureau of Labor and Statistics reports that the employment of actuaries is projected to increase by over 15% over the next 10 years. This Advanced Certificate Program will provide Lehman students with the mathematics necessary to pursue an immediate career in or further study of Actuarial Science. The program includes both theoretical and practical supports for students to successfully earn credentials recognized by the Society of Actuaries, the leading global professional organization for actuaries. These credentials will make our graduates more competitive on the job market and greatly increase their likelihood of future economic success – furthering Lehman’s 90x30 vision and fueling its mission as an engine of upward social mobility for its students.

5. **Date of Department Approval:** December 3, 2020

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Mathematics
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 664
Course Title	Financial Mathematics
Description	Interest schemes, annuities, amortization, loans, immunization, stocks, bonds and other related topics.
Pre/ Co Requisites	Courses in Calculus I and II
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** How mathematics relates to finance is an interesting, involved, and advanced subject with many career opportunities. Students who successfully complete this course will be more competitive in the job market for finance-related fields.

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

- Define and calculate key financial terms related to various types of interest rates and the accumulated value of money.
- Understand and calculate key quantities concerning annuities.
- Amortize loans and calculate outstanding balance, interest, and principal repaid
- Understand bonds and related terminologies, be able to price a bond.
- Understand the concept of an interest rate swap and calculate swap rates.

5. **Date of Departmental Approval:** December, 3, 2020

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

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

2.

Department(s)	Mathematics
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 764
Course Title	Advanced Financial Mathematics and Applications
Description	Advanced topics in financial mathematics with a focus on applications and problem solving. Topics include cash flows and rates, arithmetic and geometric annuities, advanced ideas in bonds and immunization, and interest rate swaps. (Material covered in this class will help students prepare for the Society of Actuaries' FM Exam.)
Pre/ Co Requisites	MAT 664 or Department Placement
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. **Rationale:** This course covers additional topics in applied financial mathematics not covered in MAT 664. This course will allow students to apply the theoretical mathematics that they learn in MAT 664: Financial Mathematics to real-world problems. In addition, students will become familiar with how financial mathematics is used as a tool to solve problems encountered in actuarial science.

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

- Understand and calculate accumulated values, present and future values for a sequence of payments.
- Amortize loans and calculate outstanding balances, interest and principal repaid.
- Understand the concept of bond and calculate its price as a function of the number of coupons, par value, interest rate, and coupon rate.
- Understand yield curves and calculate rates of return and measures of duration and convexity.
- Explain interest rate swaps and perform related calculations.

5. **Date of Departmental Approval:** December 3, 2020

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

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

2.

Department(s)	Mathematics
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 781
Course Title	Advanced Probability and Applications
Description	Advanced topics in Probability with an emphasis on applications and problem solving. Topics include applications of Bayes' theorem, the Central Limit Theorem, moment and probability generating functions. Further investigation of random variables and distributions also included. (Material covered in this class will help students prepare for the Society of Actuaries' P Exam.)
Pre/ Co Requisites	MAT 681 or Department Placement
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	____ Individual and Society ____ Scientific World
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3. **Rationale:** This course covers additional topics in applied probability not covered in MAT 681. This course will allow students to apply the theoretical mathematics that they learn in MAT 681: Probability and Statistics to real-world problems. In addition, students will become familiar with how probability is used as a tool to solve problems encountered in actuarial science.

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

- Interpret and solve basic probability problems.
- Understand and calculate key quantities concerning binomial, negative binomial, geometric, Poisson, uniform, exponential, normal, random variables.
- Explain and calculate mean, mode, median, variance, and standard deviation.
- Interpret and calculate conditional probabilities.
- Understand the concept of independence and joint probability distributions.
- Calculate marginal densities.
- Understand and apply the central limit theorem.

5. **Date of Departmental Approval:** December 3, 2020

**Senate Meeting – 3/03/21**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present on 2/03/21 ( 7/7 members in attendance):**

**1. Adult Degree Program**

- Degree title, description
- IBA 301-New course
- IBA 482-New course
- NYSED form-Title change BA, BS (Self Determined Studies)

**2. Journalism and Media Studies**

- Withdrawal of program- Mass Communications BA, Multimedia Journalism BA
- NYSED Forms Mass Communications BA, Multimedia Journalism BA

**3. Mathematics**

- MAT 171-Change in note
- MAT 315-Course description, hours
- MAT 364-New course
- MAT 430-New course
- MAT 464-New course
- Create new minor-Actuarial Mathematics Minor
- Addition of dual degree language BA to MA
- Curriculum Change-Addition of MAT electives

**4. Speech Language Hearing Sciences**

- New Certificate Program-Post Baccalaureate Certificate in Speech Language Pathology
- NYSED Form Post baccalaureate Certificate in Speech Language Pathology

**5. Political Science**

- POL 355-New course

- POL 2670-Description, title, course number
- POL 320-Description, title
- POL 328-Description, title
- POL 331-Cross-listing
- POL 3600-Description, pre or co requisite, note, hours, course number-
- POL 246-Course withdrawal

Next meeting; 4/07/21 1 p.m., via Zoom

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Self Determined Studies, B.S., B.A.

Hegis Number: 4901.00

Program Code: 02688, 02689

Effective Term: Spring 2021

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

2. **From:**

**~~Individualized Study Programs~~**

Dean of The School of Continuing and Professional Studies: Dr. Jane Mackillop

Director, Adult Degree Program: Pamela S. Hinden, LMSW

**~~The Adult Degree Program~~**

~~The Adult Degree Program (ADP) is designed for incoming Lehman students who are 25 years old or older. and meet the eligibility requirements. Applications are available in Garman Plaza NE, Room 128.~~

~~Eligibility~~

~~Students entering Lehman for the first time, either as freshmen or as transfer students, may apply to the ADP if they meet the following criteria: 1) completed 15 college credits or fewer; or 2) completed 16 to 60 college credits but have not been enrolled in an educational institution in the past five years.~~

~~Degree Requirements~~

~~Adult Degree Program students must successfully complete all exams required by CUNY for admission. Students must meet the College's General Education Foundation and Distribution Requirements (CUNY's Common Core). However the program has its own Integration Requirements (which correspond to the CUNY College Option requirements). In addition, all students must meet the minimum index required for graduation by the College and by their major department. ADP students complete a broad liberal arts course of study that includes a minimum of 36 credits of liberal arts courses outside of the major concentration.~~

### Major

Students may opt for either a regular major as described in this Bulletin (e.g., History, Biology) or design their own interdisciplinary major (e.g., Urban Studies) with the advice and approval of a committee composed of two faculty members representing the relevant study areas. The individually designed major must contain a minimum of 24 upper-division credits, excluding independent study, internships, and field placements. Students pursuing individualized majors must take at least 3 credits of independent study to qualify for Departmental honors at graduation.

### Life-Experience Credits

Students in the Program may apply for up to 15 credits for life experience. Students do not automatically qualify for these credits. They are eligible to apply for an evaluation of their employment or volunteer activities when these activities include achievements relevant to a Lehman College department. The credits for life experience will count as electives toward the 120 credits needed for graduation. Veteran's credits, Regents credits, and credits received by departmental qualifying exams are counted as part of the life experience credits.

### Non-Classroom Credits

ADP students may enroll for up to 30 academic credits for independent study activities, such as research projects, reading tutorials, and fieldwork during their college career. Students receiving life experience credits, however, have the total number of non-classroom credits available to them reduced by the number of credits received for life experience. The precise content or structure of the independent study project must be approved by the student's faculty sponsor and the sponsor's Department Chair. Written approval of his or her independent study proposal must be submitted to the ADP Office prior to registration.

### Adult Degree Colloquium

The Individualized Baccalaureate Art Colloquia (IBA 150-IBA 165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.

### The Individualized Baccalaureate Program

The Individualized Baccalaureate Program (IBAP) allows Lehman students to establish their own academic goals. IBAP students can design their own majors with the assistance and approval of a faculty committee and supplement their major with independent study. Applications are available in the Office of Individualized Studies, Garman Plaza NE, Room 128.

### Eligibility

In addition to proposing an individualized major, students must have completed at least 30 credits, but no more than 89 credits, including at least 12 Lehman College credits. Other requirements include a minimum 3.0 Lehman index and successful completion of both the GUNY Proficiency Exam and the College's English writing requirement.

### Major

~~Students can design their individualized major in a number of ways. They may present a course of study that focuses on any of the following: 1) a single aspect of one of the disciplines offered by the College; or 2) an interdisciplinary area of study. The number of credits that constitute the major is determined by the faculty committee supervising the student, subject to the restriction that students must earn a minimum of 24 upper-division course credits in the major area, but no more than 60 credits in any one department, including independent study, internships, and field placements.~~

### Life-Experience Credits

~~IBAP students who are 25 years old or older may apply for life-experience credits, where appropriate. To determine eligibility for these credits, students should meet with an advisor after they have been accepted into the program.~~

### Non-Classroom Credits

~~Students in the IBAP may take up to 30 credits of independent study, inclusive of credits received for life experience.~~

### Degree Requirements

~~See Degree Requirements as outlined under "The Adult Degree Program."~~

### 3. To:

#### **Adult Degree Program (ADP)**

Dean of The School of Continuing and Professional Studies: Dr. Jane Mackillop  
Director, Adult Degree Program: Pamela S. Hinden, LMSW

The Adult Degree Program (ADP) is designed for Lehman students who are 25 years old or older. ADP provides academic and student services designed especially for returning adult students. More information and applications are available on the program website: [www.lehman.edu/adult](http://www.lehman.edu/adult).

#### Eligibility

Students, age 25 and over, both freshman and transfer, may apply for admission to Lehman College directly through the Adult Degree Program. Students who have been admitted to the College through main admissions, or are readmitting to the College after a significant absence, may also be considered for admission to ADP. Currently enrolled students who have completed more than two semesters, and those who have already earned a Bachelor's degree, are not eligible for admission to ADP. Eligibility is determined via an application process that includes consideration of prior academic history, length of time out of school, work history, and a written essay.

#### Degree Requirements

Adult Degree Program students must successfully complete all CUNY and Lehman requirements including the Pathways General Education Common Core. ADP has its own Integration Requirements which can be used to fulfill the College Option requirements. ADP students must complete a major and meet the minimum overall and major grade point average (GPA) required for graduation by the College.

#### **Adult Degree Program IBA Courses**

IBA courses are designed to introduce ADP students to various aspects of a liberal arts education. IBA courses are open only to ADP students, by permission. A list of these courses can be found on the program website: [www.lehman.edu/adult](http://www.lehman.edu/adult). Students may take up to 12 credits of 100 and 200 level IBA courses.

#### Major

ADP students may choose to complete any Lehman College major as described in the Undergraduate Bulletin (e.g., History, Biology, Business, Nursing, etc.). Alternatively, ADP students may opt to complete the requirements for the major in Liberal and Interdisciplinary Studies. See Bachelor (B.A. or B.S.) Degree in Liberal and Interdisciplinary Studies for more information.

#### Credit for Prior Learning/Prior Learning Assessment (CPL/PLA)

Students in the Program may apply for up to 15 credits for prior learning. Students do not automatically qualify for these credits. They are eligible to apply via portfolio for an evaluation of learning gained through employment or volunteer activities when this

learning is relevant to a Lehman College course or department. Credits for Prior Learning may count as electives toward the 120 credits needed for graduation. Credit for Prior Learning may also be awarded for a specific course when the student is able to demonstrate that they have met at least 70% of the course's learning objectives. Prior learning is evaluated by faculty and credit decisions are final.

### **Bachelor (B.A. or B.S.) Degree in Liberal and Interdisciplinary Studies (BLIS) – 30-36 credit major**

The Bachelor of Arts or Sciences (B.A. or B.S.) in Liberal and Interdisciplinary Studies (BLIS) allows ADP students to create an interdisciplinary focus that follows their own academic goals. The credit range, 30-36, is to ensure that students are able to include any prerequisite courses needed for their studies. The B.A. will require that 90 of the 120 credits earned will be designated as liberal arts. The B.S. will require that 60 of the 120 credits earned will be designated as liberal arts. More information is available on the program website: [www.lehman.edu/adult](http://www.lehman.edu/adult).

Eligibility:  
All ADP students are eligible.

Requirements:  
The Liberal and Interdisciplinary Studies major requires a minimum of 30-36 credits, of which 18 must be at the 300 level or higher.

There are two required courses for all BLIS majors:

- IBA 301 (3 credits), Introduction to Interdisciplinary Studies: intended to be completed during the first semester of participation in the major but after the student has completed a minimum of 24 overall credits.
- IBA 482 (3 credits), Capstone Seminar: to be completed after the student has earned at least 27 credits in the major courses.

The remaining 24-30 credits of the major are chosen by the student as part of a proposal developed during IBA 301, in consultation with ADP faculty/advisors. The proposal must reflect a minimum of two or more disciplines and will be approved by the ADP Advisory Board or by faculty/advisors from the primary disciplines.

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

Renaming the degree from Self-Determined Studies (BA/BS) to a Bachelor (of Arts or Sciences) in Liberal and Interdisciplinary Studies is necessary for two reasons. First, the new name provides further clarity to both internal and external audiences as to the nature of the student's studies. In addition, Liberal and Interdisciplinary Studies is a more comprehensive descriptor that is widely recognized and respected in higher education.

Among similar programs offered in the CUNY and SUNY systems, the large majority include “interdisciplinary studies” or “Liberal Studies” in their names (CUNY BA, School of Professional Studies, SUNY Albany, Alfred State, SUNY Empire, SUNY Polytechnic, Potsdam State, SUNY Purchase, and Richmond); only two (Buffalo State and SUNY Fredonia) include “Individualized” or “Self-Design” in their program’s name.

Changing the major requirements provides substantially more structure and rigor to the Major. At present, students who major in Self-Determined Studies must take a minimum of 24 credits at the 200-level or above, as per the undergraduate bulletin. This has been the program’s definition of “upper-division.” In practice, the program has required that students take 30 credits, but this isn’t noted in the bulletin. This has allowed students to graduate in SDS while taking very few, if any, 300-400 level courses. While some students pursued a clearly defined objective that reflected a well-planned set of courses, SDS students also had the choice to choose a general liberal arts focus. In the latter case, the SDS major offered very little academic coherence. Even in the best case, when students have a well-planned set of courses, there is not enough structure to the major. Moreover, there is no learning community; SDS students complete their courses as agreed upon but there is no connection with other SDS students.

The goal of the newly named BLIS major is to provide students with a well-structured, rigorous and clear path to completion of the major within a learning community of other adult students. BLIS will include an introductory class that will introduce the student to interdisciplinary study and research, and a capstone class that will require the student to produce a paper, presentation or project bringing together the focus of their studies.

Students will begin the major with IBA 301. The course will be similar in structure and content to MLS 701, a required introductory course in the Master of Arts in Liberal Studies degree program. Both courses are designed to help the student gain an understanding of the growing field of interdisciplinary study and research while exposing them to a variety of disciplines. A requirement of IBA 301 will be that the student complete a written proposal describing the areas of study they wish to pursue with a list of possible courses. Once the proposal is approved, the student will have a structured path to follow through the major. Increased rigor is ensured by requiring that students take a majority of their classes at the 300-level or higher.

Although it is not possible to provide a full cohort experience since students will be following individual plans, it is expected that IBA 301 will create a learning community of BLIS majors. This is similar to what happens in other IBA courses; ADP students meet each other in these courses, develop friendships and support systems which they maintain throughout their time at Lehman.

When the student is near completion of their plan of study, BLIS provides an opportunity for reflection and integration. The capstone course, IBA 482, will require the student to develop a paper, presentation or project building on what has been learned from their course of study. This will bring the learning community which began in IBA 301 back together for the conclusion of the major.

Our goal in making this change is to continue providing the flexible curriculum that adult students desire but within a structure that enables them to achieve specific learning and career goals. The structure of this revised program is broadly similar to the successful “Unique and Interdisciplinary Studies” option in the CUNY Baccalaureate Program.

Other changes expand access to the program, establish an application process, modernize language throughout, and make processes/procedures consistent with those of the College, CUNY, and the field of Adult Learning.

5. **Date of departmental approval:** School of Continuing and Professional Studies, Adult Degree Program Advisory Committee, January 19, 2021

Approved by UCC on 2/3/21

Approved by CAEAS on 2/17/21

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

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

2.

Department(s)	Adult Degree Program
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	Liberal and Interdisciplinary Studies
Course Prefix & Number	IBA 301
Course Title	Introduction to Liberal and Interdisciplinary Studies
Description	Reading, writing, and research methods for asking questions and finding answers across multiple academic disciplines
Pre/ Co Requisites	Completion of 24 credits
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 required for all students in the BA program in Liberal and Interdisciplinary Studies and should be taken immediately after declaring the major, but not before earning a minimum of 24 credits.

The course provides an introduction to basic research and writing skills within the liberal arts while exposing them to a variety of disciplines. It provides a deeper understanding of the methodologies and thought processes associated with interdisciplinarity, which will improve their ability to design their own curriculum and will enhance their learning experience in the electives they take within the program. Students will be required to develop a proposal of courses covering a minimum of two disciplines that, once approved, will serve as the course map for their BLIS degree.

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

- Develop a specific research question in conjunction with a literature review, using sources from multiple academic disciplines
- Identify primary source databases relevant to this research question
- Demonstrate use of critical methodologies for engaging with those sources, drawing from at least two different academic disciplines
- Demonstrate ability to revise based on peer review
- Demonstrate familiarity with methods of data collection and organization

5. **Date of Departmental Approval:** School of Continuing and Professional Studies, Adult Degree Program Advisory Committee, January 19, 2021

Approved by UCC on 2/3/21

Approved by CAEAS on 2/17/21

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

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

2.

Department(s)	Adult Degree Program
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	Liberal and Interdisciplinary Studies
Course Prefix & Number	IBA 482
Course Title	Capstone Seminar
Description	Production of a capstone project that serves as a reflection and integration of learning in the Liberal and Interdisciplinary major.
Pre/ Co Requisites	Department permission and completion of 27 credits in Liberal and Interdisciplinary Studies major.
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 enable students in the BA/BS in Liberal and Interdisciplinary Studies to synthesize the disciplines of their concentration in application

to a scaffolded capstone research project, which will result in a final paper or project that will be the culmination of the BLIS major.

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

- Integrate a minimum of two different areas of study in application to a single research question or set of questions
- Research and write a substantial paper that critically analyzes primary and secondary sources or develop a project approved by instructor
- Engage in respectful and constructive criticism of their peers' written and spoken presentations
- Present their work in progress orally and in written form to their peers

5. **Date of Departmental Approval:** School of Continuing and Professional Studies, Adult Degree Program Advisory Committee, January 19, 2021

Approved by UCC on 2/3/21

Approved by CAEAS on 2/17/21

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF JOURNALISM AND MEDIA STUDIES  
CURRICULUM CHANGE**

Name of Program and Degree Award: MHC- Mass Communication, B.A.  
Hegis Number: 0601.00  
Program Code: 60211  
Effective Term: Fall 2021

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

**2. Description:**

DEGREE: B.A. 36 credits Study of Mass Communication

**3. Rationale:**

This major program was discontinued and has been replaced by updated majors/curriculum.

**4. Date of departmental approval:** 12/3/2020

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF JOURNALISM AND MEDIA STUDIES  
CURRICULUM CHANGE**

Name of Program and Degree Award: MHC- Multimedia Journalism, B.A.  
Hegis Number: 0699.00  
Program Code: 60212  
Effective Term: Fall 2021

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

**2. Description:**

DEGREE: B.A. 36 credits Study of Multimedia Journalism - Curriculum at Lehman college offered through Macaulay Honors College/CUNY

**3. Rationale:**

This major program was discontinued and has been replaced by updated majors/curriculum.

**4. Date of departmental approval:** 12/3/2020

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in note.

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

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 171
Course Title	Elements of Precalculus
Description	The use of functions, graphs, and matrices to solve various applied problems. Geometry of linear, quadratic, logarithmic, and exponential functions.  <b>Notes</b> (1) MAT 171 is a prerequisite for MAT 174. Students planning on taking MAT 175 should take both MAT 171 and MAT 403. (2) Students may not receive credit for both MAT 171 and MAT 172.
Pre/ Co Requisites	A grade of C (or better) in MAT 104 or placement by the Department of Mathematics.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input checked="" 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)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 171
Course Title	Elements of Precalculus
Description	<p>The use of functions, graphs, and matrices to solve various applied problems. Geometry of linear, quadratic, logarithmic, and exponential functions.</p> <p><b>Notes</b>  (1) MAT 171 is a prerequisite for MAT 174. Students planning on taking MAT 175 should take both MAT 171 and MAT <u>108</u>. (2) Students may not receive credit for both MAT 171 and MAT 172.</p>
Pre/ Co Requisites	A grade of C (or better) in MAT 104 or placement by the Department of Mathematics.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input checked="" 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 numbering of our Trigonometry class was changed to MAT 108 because we were unable to use MAT 103. The numbering change, however, was never made to the note in the MAT 171 course description. This correction fixes the error.

5. **Date of departmental approval:** December 3, 2020

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course description and hours.

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

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 315
Course Title	Algebra and Number Systems II
Description	Continuation of MAT 314. Further study of algebraic structures; polynomials; topics chosen from theory of equations; Galois theory; and ruler and compass constructions.
Pre/ Co Requisites	MAT 314
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 315
Course Title	Algebra and Number Systems II
Description	Continuation of MAT 314. Further study of algebraic structures; polynomials; topics chosen from theory of equations; <u>fields; field extensions</u> ; Galois theory; and ruler and compass constructions.
Pre/ Co Requisites	MAT 314
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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):**

MAT 315 is an upper-level mathematics course taken by students who may be considering graduate study in Mathematics. A thorough understanding of fields and field extensions are essential to any student considering further study in advanced algebra. To cover these necessary added topics, additional class time and added work expectation are necessary. In addition, MAT 315 meets with the graduate course MAT 616: a 4 hour, 4 credit class. This change in hours in MAT 315 is necessary to ensure comparable

content coverage, student assignment/workload expectations, and rigor as compared to the graduate section.

5. **Date of departmental approval:** December 3, 2020

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

**CURRICULUM CHANGE**

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 364
Course Title	Financial Mathematics
Description	Simple interest, compound interest, force of interest, time value of money, present and future values, level annuities, increasing and decreasing annuities, arithmetic and geometric progressions, loans and amortization, outstanding balance at any time, interest and principal payments at any time, price of a bond, immunization, interest rate swaps, stocks.
Pre/ Co Requisites	MAT 176
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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**3. Rationale:**

How mathematics relates to finance is an interesting, involved, and advanced subject with many career opportunities. Students that successfully complete this course will be more competitive on the job market in finance-related fields. Note: The revised description includes the changes recommended by the instructor in the experimental course to cover the required material and prepare students for the actuary FM exam.

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

- Define and calculate key financial terms related to various types of interest rates and the accumulated value of money.
- Understand and calculate key quantities concerning annuities.
- Amortize loans and calculate outstanding balance, interest, and principal repaid
- Understand bonds and related terminologies, be able to price a bond.
- Understand the concept of an interest rate swap and calculate swap rates.

**5. Date of Departmental Approval: December 3, 2020**

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 430
Course Title	Advanced Probability and Applications
Description	Continuation of MAT 330. Conditional probability, applications of Bayes' theorem; prominent examples of probability mass and density functions; moments and central moments, moment generating function, probability generating functions, joint and marginal distributions, linear combination of linearly independent random variables, and applications of the central limit theorem. A strong emphasis on applying theory to problem-solving.  Note. Material covered in this class will help students prepare for the Society of Actuaries' P Exam.
Pre/ Co Requisites	MAT 330
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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**3. Rationale:**

This course covers additional topics in applied probability not covered in MAT 330. This course will allow students to apply the theoretical mathematics that they learn in MAT 330: Probability and Statistics to real-world problems. In addition, students will become familiar with how probability is used as a tool to solve problems encountered in actuarial science. Note: The revised description and hours includes the changes recommended by the instructor in the experimental course to cover the required material and prepare students for the actuary P exam.

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

- Interpret and solve basic probability problems.
- Understand and calculate key quantities concerning binomial, negative binomial, geometric, Poisson, uniform, exponential, normal, random variables.
- Explain and calculate mean, mode, median, variance, and standard deviation.
- Interpret and calculate conditional probabilities.
- Understand the concept of independence and joint probability distributions.
- Calculate marginal densities.
- Understand and apply the central limit theorem

**5. Date of Departmental Approval: December 3, 2020**

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 464
Course Title	Advanced Financial Mathematics and Applications
Description	Continuation of MAT 364. Further study of cash flows and rates, arithmetic and geometric annuities, loans, retrospective and prospective methods, bonds, callable bonds, dollar and time-weighted rates of return, duration and convexity of a set of cash flows, spot rates, Redington immunization, interest rate swaps. A strong emphasis on applying theory to problem-solving.  Note. Material covered in this class will help students prepare for the Society of Actuaries' FM Exam.
Pre/ Co Requisites	MAT 364
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

This course covers additional topics in applied financial mathematics not covered in MAT 364. This course will allow students to apply the theoretical mathematics that they learn in MAT 364: Financial Mathematics to real-world problems. In addition, students will become familiar with how financial mathematics is used as a tool to solve problems encountered in actuarial science. Note: The revised description and hours includes the changes recommended by the instructor in the experimental course to cover the required material and prepare students for the actuary FM exam.

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

- Understand and calculate accumulated values, present and future values for a sequence of payments.
- Be able to amortize loans and calculate outstanding balances, interest and principal repaid.
- Understand the concept of bond and calculate its price as a function of the number of coupons, par value, interest rate, and coupon rate.
- Understand yield curves and calculate rates of return and measures of duration and convexity.
- Explain interest rate swaps and perform related calculations.

**5. Date of Departmental Approval: December 3, 2020**

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Actuarial Mathematics Minor  
Effective Term: Fall 2021

**1. Type of Change:** Create new minor.

**2. Description:**  
**Actuarial Mathematics Minor**

The Actuarial Mathematics minor is designed to provide broad training in the basic mathematics needed to pursue a career in actuarial science. Special attention is given to probability, financial mathematics, and mathematical statistics. The courses are organized to assist the student to prepare for both the Actuarial P and Actuarial FM Exams; the program also includes a course recognized by the Society of Actuaries for Validation by Educational Experience (VEE) credit.

The requirements for the minor are the following 3 courses (12 credits):

MAT 327: Statistical Inference (4 credits)

MAT 430: Advanced Probability and Applications (4 credits)

MAT 464: Advanced Financial Mathematics and Applications (4 credits)

**3. Rationale:**

The profession of actuary consistently ranks among the top jobs in the United States with demand overpowering supply for the last 30+ years. In fact, employment of actuaries is projected to increase by 10% over the next 10 years. This minor will provide students with the mathematics necessary to pursue further study and/or a career in Actuarial Science. The program includes both theoretical and practical supports for students to successfully earn credentials recognized by the Society of Actuaries, the leading global professional organization for actuaries. These credentials will make our graduates more competitive on the job market and greatly increase their likelihood of future economic success – furthering Lehman’s 90x30 vision and fueling its mission as an engine of upward social mobility for its students.

**4. Date of departmental approval:** December 3, 2020

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

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

Hegis Number: 1701.00

Program Code: 34030

Effective Term: Fall 2021

1. **Type of Change**: Addition of Dual Degree Language

2. **From**:  
**Mathematics, B.A. (43-47 Credit Major)**

**There are twelve required courses: 31 Credits**

		Credits
MAT 175	Calculus I	4
MAT 176	Calculus II	4
MAT 226	Vector Calculus	4
MAT 313	Elements of Linear Algebra	4
MAT 314	Algebra and Number Systems I	4
MAT 320	Analysis I	4
CMP 167	Programming Methods I	3
MAT 330	Probability and Statistics	4
	Or	
MAT 323	Ordinary Differential Equations	4
	Or	
MAT 424	Partial Differential Equations and Applications	4

**12-16 credits in four additional courses chosen from among 200-level or higher MAT courses, not counting:**

		Credits
MAT 231	Statistics for Biologists	4
MAT 300	Mathematical Models in the Social Sciences	3

MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 348	Mathematical Methods for Management	4
MAT 328	Techniques in Data Science	4

**May be among the chosen:**

	Credits
CMP 332 Numerical Methods	3

Note: Mathematics majors pursuing NYS teaching certification should consult with their education program adviser before choosing the required elective courses.

**3. To:****Mathematics, B.A. (43-47 Credit Major)****There are twelve required courses: 31 Credits**

	Credits	
MAT 175	Calculus I	4
MAT 176	Calculus II	4
MAT 226	Vector Calculus	4
MAT 313	Elements of Linear Algebra	4
MAT 314	Algebra and Number Systems I	4
MAT 320	Analysis I	4
CMP 167	Programming Methods I	3
MAT 330	Probability and Statistics	4
	Or	
MAT 323	Ordinary Differential Equations	4
	Or	
MAT 424	Partial Differential Equations and Applications	4

**12-16 credits in four additional courses chosen from among 200-level or higher MAT courses, not counting:**

	Credits	
MAT 231	Statistics for Biologists	4

MAT 300	Mathematical Models in the Social Sciences	3
MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 348	Mathematical Methods for Management	4
MAT 328	Techniques in Data Science	4

**May be among the chosen:**

	Credits
CMP 332 Numerical Methods	3

Note: Mathematics majors pursuing NYS teaching certification should consult with their education program adviser before choosing the required elective courses.

**BA to MA Dual Credit Opportunity for Mathematics Majors**

Undergraduate students majoring in Mathematics with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's MA in Pure Mathematics. The following graduate courses may be taken in place of related undergraduate courses.

MAT 616 (For MAT 315)  
MAT 711 (For MAT 456)  
MAT 733 (For MAT 432)  
MAT 734 (For MAT 434)  
MAT 741 (For MAT 433)  
MAT 751 (For MAT 422)  
MAT 753 (For MAT 423)  
MAT 754 (For MAT 456)  
MAT 759 (For MAT 456)  
MAT 771 (For MAT 442)  
MAT 775 (For MAT 441)  
MAT 789 (For MAT 456)

The student must receive permission from the department prior to registration.

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

New York State allows individuals to apply up to 12 credits towards both their undergraduate and graduate degrees in the same field with the permission of the department. This policy makes it clear which students and which electives qualify for this opportunity. The courses listed were specifically selected because they are the more advanced undergraduate electives offered by the Department of Mathematics. More specifically, they each require an advanced undergraduate elective as a prerequisite, thus meeting a high standard of academic and mathematical rigor appropriate for a graduate degree.

**5. Date of departmental approval: December 3, 2020**

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

**DEPARTMENT OF MATHEMATICS &  
DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Economics and Mathematics, B.A.

Hegis Number: 2204.00

Program Code: 36853

Effective Term: Fall 2021

1. **Type of Change:** Add Additional MAT Electives

2. **From:**  
**Economics and Mathematics, B.A. (57-58 Credit Major)**

*Program Description: 57-58 Credits Major in Economics and Mathematics*

**Course Description:**

**Foundation Courses (23 credits)**

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3
ECO 302 Economic Statistics	3
ECO 402 Econometrics	4
MAT 175 Calculus I	4
MAT 176 Calculus II	4

MAT 155 (1 credit) is a co-requisite of MAT 175 and MAT 156 (1 credit) is a co-requisite of MAT 176.

**Requirements (25 credits)**

	Credits
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3
ECO 401 Introduction to Mathematical Economics	3
MAT 226 Vector Calculus	4

MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 313	Elements of Linear Algebra	4
MAT 330	Probability and Statistics	4

**Electives (9-10 credits)****One Mathematics course to be chosen from the list below:**

	Credits
MAT 347 Game Theory and Linear Programming	3
MAT 349 Operations Research	4
MAT 424 Partial Differential Equations and Applications	4

**Two Economic courses to be chosen from the list below:**

	Credits
ECO 305 Consumer Economics	3
ECO 306 Money and Banking	3
ECO 311 Public Economics	3
ECO 322 Economic History of Developing Countries	3
ECO 324 International Economics	3
ECO 326 Labor Economics	3
ECO 331 Industrial Organization and Regulation	3
ECO 338 Law and Economics	3
ECO 344 Economic Evaluation of Health Programs	3
ECO 345 Health Economics	3
ECO 431 Managerial Economics	3

**3. To:****Economics and Mathematics, B.A. (57-58 Credit Major)**

*Program Description: 57-58 Credits Major in Economics and Mathematics*

**Course Description:****Foundation Courses (23 credits)**

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3
ECO 302 Economic Statistics	3
ECO 402 Econometrics	4

MAT 175 Calculus I	4
MAT 176 Calculus II	4

MAT 155 (1 credit) is a co-requisite of MAT 175 and MAT 156 (1 credit) is a co-requisite of MAT 176.

### Requirements (25 credits)

		Credits
ECO 300	Intermediate Macroeconomics	3
ECO 301	Intermediate Microeconomics	3
ECO 401	Introduction to Mathematical Economics	3
MAT 226	Vector Calculus	4
MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 313	Elements of Linear Algebra	4
MAT 330	Probability and Statistics	4

### Electives (9-10 credits)

#### One Mathematics course to be chosen from the list below:

		Credits
<u>MAT 323</u>	<u>Ordinary Differential Equations</u>	<u>4</u>
<u>MAT 327</u>	<u>Statistical Inference</u>	<u>4</u>
MAT 347	Game Theory and Linear Programming	3
<u>MAT 364</u>	<u>Financial Mathematics</u>	<u>4</u>
MAT 349	Operations Research	4
MAT 424	Partial Differential Equations and Applications	4
<u>MAT 430</u>	<u>Advanced Probability and Applications</u>	<u>4</u>
<u>MAT 464</u>	<u>Advanced Financial Mathematics and Applications</u>	<u>4</u>

#### Two Economic courses to be chosen from the list below:

	Credits
ECO 305 Consumer Economics	3
ECO 306 Money and Banking	3
ECO 311 Public Economics	3
ECO 322 Economic History of Developing Countries	3
ECO 324 International Economics	3
ECO 326 Labor Economics	3
ECO 331 Industrial Organization and Regulation	3

ECO 338 Law and Economics	3
ECO 344 Economic Evaluation of Health Programs	3
ECO 345 Health Economics	3
ECO 431 Managerial Economics	3

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

The Departments of Mathematics and Business and Economics have identified existing and newly created MAT courses that are relevant to students pursuing this degree. Adding these classes to the list of possible MAT electives will not only help students to complete their degree on time, but also provide them with additional opportunities to pursue focused areas of mathematical study relevant to their program of study.

**5. Date of departmental approval:**

Department of Economics and Business: 11/13/2020

Department of Mathematics: 2/3/2020

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Political Science
Course Prefix & Number	POL 355
Course Title	Political Mobilizations and Social Movements
Description	Contemporary social movements and classical and contemporary themes of political and resource mobilization in protest politics in American, comparative, or transnational contexts.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

While other departments offer specific courses on social movements (e.g. Civil Rights Movement-AAs/HIU 330, History of the Women's Movement-WST 260), there is no course on the theory and practice of political mobilization from a comparative perspective that focuses on empirical and theoretical explanations. This course fills this gap in the Lehman curriculum, while offering the flexibility to choose a set of social movements and political mobilizations (e.g. Black Lives Matter, Me Too, LGBTQ movements, environmental movements), based on the instructors empirical and theoretical expertise.

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

1. Situate social movements in the context of the theory of collective action.
2. Situate political and resource mobilization in the context of an actual social movement as a whole.
3. Introduce students to the methodologies used to study of social movements.
4. Introduce students to the methodologies used to study political and resource mobilization.
5. Explain the relation between organizing and mobilizing in contemporary social movements.
6. Be able to explain the outcome of social movements in a context of the larger society and evaluate the normative implications of their impact.
7. Be able to describe how social movements impact communities, and institutions locally, nationally or transnationally.
8. Be able to evaluate the civil, political, and social rights and social justice issues for which social movements are attempting to address.

**5. Date of Departmental Approval: 12.16.2020**

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 2670
Course Title	<del>Politics of Gender and Sexuality</del>
Description	<del>The positioning and reproduction of gender in a variety of political contexts, including domestic and international contexts.</del>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 267
Course Title	<u>Gender and Politics</u>
Description	<u>How gender is constructed by multiple factors such as identity, place, space, class, sexuality, age, race, ethnicity, nationality, and culture and how these categories of difference shape the positioning and reproduction of gender in a variety of political contexts, including global, national and transnational framework.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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 change in the title and course description is a better reflection of the course content, the current literature, the Department and the College's curriculum changes and revisions.

5. **Date of departmental approval:** 12.16.2020

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

**DEPARTMENT OF POLITICAL SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 320
Course Title	<del>Education, Politics and Society: Global and Cross-Cultural Perspectives</del>
Description	<del>Connections between education and society, including political and economic institutions from a global and comparative perspective. Analysis of systems of social inequality based on relevant data from the U.S. and other nations and cultures.</del>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
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**3. To:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 320
Course Title	<u>Comparative Education, Policy, and Politics</u>
Description	<u>Education policy and practice studied comparatively and from a social justice perspective.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required ___ English Composition ___ Mathematics ___ Science  <input type="checkbox"/> Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

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

The new title and minor change in the course description are more appropriate for the content of the course and the relevant literature on comparative politics that pertains to

education and education policy. These changes bring more consistency to the structure of the Department's offerings.

5. **Date of departmental approval:** 12.16.2020

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 328
Course Title	<del>Politics of Gender and Sexuality in the Middle East</del>
Description	<del>Political and social institutions that shape the dynamics of gender and sexuality in the Middle East and North Africa (MENA).</del>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 328
Course Title	<u>Comparative and Global Perspectives on Gender and Politics</u>
Description	<u>Advanced study of the political and social institutions that shape the comparative and transnational dynamics of gender and its intersectionality with race, class, culture, sexuality, identity and other spectrums of difference.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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 change in the title and course description is a better reflection of the course content, the current literature, the Department and the College's curriculum changes and revisions.

5. **Date of departmental approval:** 12.16.2020

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Cross-listing

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 331 ( <del>POL 246</del> / <del>POL 301</del> /SOC 301)
Course Title	Methods of Social Research
Description	Methods of data collection and interpretation; measures of central tendency, variation and change; preparation and reading of tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications and hands-on, active learning exercises.
Pre/ Co Requisites	Either SOC 166 or POL 166 or any 200-level Sociology or 200-level Political Science course.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
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**3. To:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 331 (SOC 301)
Course Title	Methods of Social Research
Description	Methods of data collection and interpretation; measures of central tendency, variation and correlation; preparation, reading, analyzing of tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of data and active learning exercises.
Pre/ Co Requisites	Either SOC 166 OR POL 166 or any 200-level Sociology or 200-level Political Science course.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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):**

Erroneous cross-listing is corrected.

5. **Date of departmental approval:** 12.16.2020

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** course description, pre or corequisite, note, hours, course number

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 3600
Course Title	Political Demography
Description	<del>Population and demographic aspects of local, national, and international politics. Topics include the dynamics of fertility, migration, and contemporary issues that impact political processes.</del>
Pre/ Co Requisites	<del>General Education Mathematics/Quantitative Reasoning Requirement.</del>
Credits	3
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 350
Course Title	Political Demography
Description	<u>U.S. and comparative/global population trends and their implications for national and international politics and policies. Topics include demographic transitions, population growth and the environment, public health policies, gender and family patterns, control of fertility, morbidity and mortality, forced and voluntary migration, boom and bust cycles, and graying of populations.</u>
Pre/ Co Requisites	<u>POL 245 or POL 331</u>
Credits	3
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- The course description is a clearer description of the content of the course as it pertains to the departmental requirements and concentrations.
- The change in pre-requisite corresponds to the Department and College's curriculum changes and revisions. This change also brings more consistency and rationality to the structure of the Department's offerings.
- The course hours were missing from the undergraduate bulletin.

**5. Date of departmental approval: 12.16.2020**

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change**: Course Withdrawal
2. **Description**: POL 246 - Sociological Analysis (3 credits, 4 hours)
3. **Rationale (Explain why this course/program is no longer needed in the Department)**:  
This course is a sociology course that was originally cross-listed. Currently, the equivalent course in political science is POL 245 and it is already in existence. With changes sociology department has made to their curriculum, this course has become a repeat of POL 245 on the Political Science side and therefore should be removed.
4. **Date of departmental approval**: 12.16.2020

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

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Post-Baccalaureate Certificate in Speech-Language Pathology

Hegis Number: 1220

Program Code: TBD

Effective Term: Spring 2022

1. **Type of Change**: New Certificate Program
2. **From**: ~~Strikethrough~~ the changes
3. **To**: Underline the changes

Post-Baccalaureate Certificate in Speech-Language Pathology

This certificate provides the necessary prerequisite courses for students who have earned a bachelor's degree in another field and wish to apply to graduate school in Speech-Language Pathology. The certificate consists of six courses of three-credits each that are commonly required by graduate programs.

**Admissions:**

The admission requirement for the certificate program is an earned bachelor's degree with a major other than communication sciences and disorders (or synonymously, speech-language pathology and audiology). Students who do not hold a bachelor's degree from a college where the language of instruction is English must earn a TOEFL (Test of English as a Foreign Language) score of at least 500 for admission.

**Certificate Requirements**

Completion of the following courses are required in the order listed below.

<u>Number</u>	<u>Course Name</u>	<u>Credits</u>
<u>SPV 228</u>	<u>Introduction to Audiology</u>	<u>3</u>
<u>SPV 245</u>	<u>Articulatory Phonetics</u>	<u>3</u>
<u>SPV 247</u>	<u>Anatomy and Physiology of the Speech Mechanism</u>	<u>3</u>

<u>SPV 321</u>	<u>Language Acquisition</u>	<u>3</u>
<u>SPV 349</u>	<u>Speech and Hearing Science</u>	<u>3</u>
<u>SPV 327</u>	<u>Speech Pathology: Organic Disorders</u>	<u>3</u>
	<u>OR</u>	<u>or</u>
<u>SPV 326</u>	<u>Speech Pathology: Functional Disorders (prereq: SPV 321)</u>	<u>3</u>

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

This certificate will help to fulfill one of the learning outcomes of the department – to prepare students for graduate study in speech-language pathology. This certificate will enable students who have a bachelor’s degree in another field to fulfill the prerequisite courses for admission to graduate programs. This certificate will be attractive to students who currently must either pay a higher tuition rate as non-degree students or enroll as second-degree students to obtain the undergraduate tuition rate but then drop out once the prerequisite courses have been completed.

5. **Date of departmental approval:** 1/8/21



## Library Technology and Telecommunications Committee Meeting Senate Report

Meeting Date: March 3, 2021

- Library wishes all students and faculty a productive semester. Virtual Hours are available 24/7 via Live Chat. Phone and e-mail support also available. Library website has details.
- Access is available 24-7 to Library's online resources including eBooks and eJournals using your CUNYfirst credentials
- Please use Library's OneSearch to find available eBooks and eJournals
- Search Library's extensive Research Guides for information on topics such as Finding Peer-Reviewed Articles and Database Searching Techniques
- Each Blackboard course features a [remote resources guide](#) or specialized guide which gives you specific Library information. Link located under Library Resources in every Bb Course.
- Library announces a new database: HistoryMakers, America's largest African-American video Oral History collection. Features material from Barack Obama, Sonia Sanchez, Angela Davis. History Makers accessible via Library's A-Z Databases.
- Library and School of Education announce Reading of Amanda Gulla's *Inquiry-Based Learning Through Creative Arts for Teachers and Teacher Educators*, Wednesday, March 10<sup>th</sup>, 2:00-3:00 PM

### Information Technology

- IT has completed the upgrade of the campus telephone environment, which is now on a new digital technology.
- To date, the college has loaned a more than 1900 Chromebooks and Windows laptops to students to help them complete their studies, along with 354 portable WIFI devices. The loaner request form can be found on the Lehman Covid website, under student resources.
- The Tech Fee Process call for proposals was sent in early February and proposals are due to Deans and Vice Presidents shortly. Please contact your department chairperson to learn more about submitting a proposal.
- Lehman's Help Desk has responded to more than 65-thousand requests for assistance since the start of the pandemic. They have been working seven-days a week throughout the semester and we thank them for their service to our community.

### **Blackboard**

- Camtasia and Snagit are now available to faculty. These platforms will provide faculty to lecture directly to a powerpoint presentation while showing the instructor's image on screen. Camtasia is a screen recording platform. Snagit will provide instructors with the ability to capture images from the internet and insert them in their classes. Please feel free to e-mail me and I will provide the license key and download location.
- Upcoming Workshop on VoiceThread. The Workshop will be held on March 18<sup>th</sup> @ 11 AM. The workshop is titled: Humanize Your Online Course with VoiceThread. An invitation will be sent shortly. All are welcome!

### **Online Education**

- Online Education announces return of the Faculty Mentorship Program. The program began on March 1.
- The Preparation for Teaching Online Workshops will be starting up again on April 19<sup>th</sup>. Please mail: [online.education@lehman.cuny.edu](mailto:online.education@lehman.cuny.edu) to register

Our Next Committee Meeting is: March 31st @ 11 AM via ZOOM

# Lehman Senate Budget Committee Report

Based on committee meeting on Feb. 24, 2021

## *Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning*

### **Senators**

Haiping Cheng  
Mia Budescu

Alexander Nunez Terres

**Alison Behrman**

Rick DesRochers

Ruth Wangerin

### **FP&B members**

Brian Murphy  
Dene Hurley

Paula Loscocco

Marie Marianetti

Wesley Pitts

Carl Mazza

### **Administration**

Peter Nwosu  
Rene Rotolo

Bethania Ortega

### **Students**

Jameila Morgan  
Zenab Louche

**Bold font indicate the presence**

**Guests:** PAMELA.MILLS, Jay Jones,

**The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on Feb. 24, 2021**

- **Budget update:** VP Rotolo and Budget Director Ortega
  - No major changes in budget since last update on Oct 27, 2020.
  - Full budget report is expected at the April Budget Committee meeting
  - Tuition collection, which accounts for 51% of Lehman operation budget
    - FY20, (last year) reached collection target of \$84M and exceeded by \$1.3M
    - FY21, (current), with 4 more months, needs to collect addition \$18M to reach this year's target of \$84M
- **Provost report/Grant Office Report:** Provost Nwosu
  - Lehman strategic plan update
  - Developing Implementation for the strategic
    - Inviting input with budget estimates
    - Strategic plan is the guiding principle for College budget.

**REPORT ON**  
**The 422<sup>nd</sup> Plenary Session**  
**of The University Faculty Senate**  
**of The City University of New York**  
**Remote Via Zoom Pro**  
**Tuesday, February 23, 2021**  
**6:30 – 8:00 p.m.**

1. The university's plans to open for the fall 2021 in a "face-to-face" mode declared as "aspirational" by the Chancellor. The Chancellor stated that would be. What face-to-face means has been interpreted differently from campus to campus. Different campuses have adopted different models in anticipation of opening their campus for the 2021 fall term. Some half hybrid. Others a very high percentage of face-to-face instruction. These openings are based on specific opening plans worked out on the campuses that will determine how instructions will take place. These were initially worked out last semester. Some campuses have active faculty participation on the planning and opening committees. Other campuses not so.
2. In terms of the modality of instruction, the overall waivers granted by the NY State Department of Education [NYSDOE] and the approvals by Middle States Council of Higher Education for full online instruction which we had in the spring of last year and the fall of last year and partially this semester – those waivers will NOT be granted going forward. So that degree programs that had fully online elements can continue specific courses and can have to be worked out with the state NYSDOE.
3. CUNY Central Office has moved away from a uniformed CUNY as in previous administrations to now a diverse and dispersed CUNY
4. The UFS chair will be meeting with EVC Cruz to discuss these issues as well as the public health dimension of campus openings.
5. Compared to SUNY, its chancellor has placed a great emphasis on testing SUNY students before return to face-to-face teaching. CUNY, in comparison is relying on self-testing and self-screening to come on campus without an emphasis on testing. Two campuses [MEC] and York have opened up as vaccine sites.
6. The Budget: March 1<sup>st</sup>, BOT will be presented with a budget to be voted on March 24<sup>th</sup>. Similar to the 2020 budget. The budget still contains serious challenges. Matt Sapienza will be addressing the next UFS Plenary to present the state of the Budget for the rest of this academic year, for academic year 2021/22 as well as regarding the third stimulus package proposed by President Biden.
7. EVC Cruz will be leaving CUNY to assume the presidency of Northern Arizona University.

# Academic Assessment Committee Report

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Lehman College, The City University of New York

*Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness*

# Assessment Management System

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- Lehman College initiated the CUNY procurement process for Watermark's *Planning & Self-Study*.
- The major parts of the procurement process could be completed by the end of April.
- Dropbox will be used for 2022 AY plans and reports, but that could change if the procurement process is completed sooner than anticipated.

# 2021 AY Assessment Plan Submission

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Submissions remain underway

- General Education: Two ILOs: 'Critical Thinking' and 'Multicultural Perspective'
  - ✓ Cover Required Core, Flexible Core and College Option
  - ✓ ~27 courses; Over 17 faculty
- Academic Departments: 93% submitted plans
- AES Units: 89% submitted plans
- Assessment plans are being carried out.

# AAC Meeting of February 2:

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## Highlights:

- ✓ Focus on Brown Bag Lunch faculty and staff insight
- ✓ Emphasis on improving assessment (making it more useful)
- ✓ Need for sufficient flexibility to assess issues related to emergent problems/opportunities

# Assessment Workshop:

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- February 26
- Use of Rubrics
- Faculty Presenters: LaRose Parris (Africana Studies) and Amanda Sisselman (Social Work)

# Assessment Webpage:

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- Response to periodic faculty inquiries about access to AAC&U VALUE Rubrics
- All AAC&U VALUE Rubrics have been posted individually, along with a single .PDF that contains all the rubrics

# Next Meeting

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March 2<sup>nd</sup> at 2:00 PM