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**Minutes of
The Lehman College Senate Meeting
Wednesday, September 1, 2021
Senate Meeting**

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Senators Present: Amend, A.; Austin, L.; Babalola, B.; Banks, R.; Barroso, G.; Bergmann, R.; Bettiol, R.; Burton-Pye, B.; Campeanu, S.; Castillo, J.; Cheng, H.; Cooper, W.; Delgado, F.; Di Raimo, S.; Dominquez, V.; Ewing-Morgan, D.; Fera, J.; Finger, R.; Firpo, Analia M.; Fulakeza, S.; Gerry, C.; Guerrero-Berroa, E.; Harrison, E.; Hattori, T.; Holtzman, B.; Hyman, D.; Kalb Aryeh B.; Kim, C.; Kim, H.; Loscocco, P.; Machado, E.; Mahon, J.; Markens, S.; Martinez, L.; Mazza, C.; McKenna, C.; Mills, P.; Murphy, B.; Nasher, S.; Neumayer, C.; Nevers, N.; Nwosu, P.; Nzeocha, D.; O’Boy, D.; O’Neil, C.; Ongley, J.; Parmar, R.; Perez, R.; Pitts, W.; Prince, P.; Prohaska, V.; Ramirez, M.; Rice, A.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Stein Smith, S.; Tetteh, B.; Waring, E.; Wills-Jackson, C.; Wright, J.; Yavuz, D.; Zerphey, N.; Zhao, L.

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Senators Absent: Aisemberg, G.; Baraldi, C.; Bayne, G.; Fakhouri, S.; Farrell, R.; Ford, G.; Hurley, D.; MacKillop, J.; Moalem, L.; Ohmer, S.; Rosario, Y.; Vann, M.

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The meeting was called to order by President Fernando Delgado at 3:30 p.m.

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1. Approval of the Minutes

The minutes of the May 5, 2021 Senate meeting was approved by unanimous vote.

2. Announcements and Communications

a. Report of the President—

Dr. Fernando Delgado shared the sentiment that he was happy to be a part of Lehman College as well as glad to convene the first meeting of the College Senate. He briefed his experiences as the new president and reflected on his first impressions of the Lehman College community, expressing that Lehman had been nothing short of welcoming.

Dr. Delgado went on to report on his activities since his introduction to the College. He shared that over the last two months, he had spent much of his time meeting with legislators; scoping out their opinions and expectations of Lehman College; and most importantly, discovering common ground—what it is about our mission, vision, and strategic plan that legislators found interesting or would like to support from a legislative perspective. Dr.

41 Delgado shared that legislators—at the city borough, state, and federal levels—all held
42 Lehman in high esteem, which he admitted was contrary to much of what he had previously
43 experienced in public higher education. He communicated that he was pleased to know that
44 Lehman was in such good standing and also assured that he would be diligently working
45 with legislators to secure funding opportunities for the College.

46
47 President Delgado briefed on the College’s transition from remote learning. He informed that
48 Lehman had been working to reopen the campus safely for the fall semester, and he thanked
49 all those involved in helping to make that happen.

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51 Dr. Delgado acknowledged the hard work that was done long before his arrival. He gave
52 special thanks to faculty; their patience, flexibility, and forbearance; their being present for
53 their students; and for keeping the College running. Dr. Delgado also shared his appreciation
54 for the campus’ spirit; how impressed he was by Public Safety and the work they have done
55 to keep the campus secure; and how amazed he was by the campus community in its entirety.
56 He thanked faculty, staff, and students for what they have worked through, and he thanked
57 everyone for creating a safe and hospitable campus for all.

58
59 Professor David Hyman thanked Dr. Delgado for his remarks. He went on to make a request:
60 that there be time set aside for new business, to discuss the College’s reopening options based
61 on recent changes to the CUNY policy. Prof. Hyman consulted with the College Senate
62 Parliamentarian, Professor Duane Tananbaum. Prof. Tananbaum explained that the request
63 was improper, as the governance bylaws communicate that items for inclusion on the agenda
64 be submitted no later than eight days before the meeting.

65
66 **b. Student Legislative Assembly—**

67 Ms. Blessing Babalola, SGA’s Vice President of Academic and Legislative Affairs, thanked
68 all for attending the Senate. She went on to inform that the Student Government Association
69 (SGA) would be holding special elections to fill over twenty available vacancies; she shared
70 that, once students joined, they would receive a fifty-dollar stipend each month for their
71 participation. She urged all interested to apply at clubs.lehman.edu before the deadline,
72 September 10, 2021.

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Ms. Babalola presented on SGA’s goals for the academic year. She announced that SGA would be holding remote events, which include a Hispanic Heritage Month discussion, as well as fun, engaging events like magic shows, room escapes, and gardening workshops. Ms. Babalola also reminded all that September 28, 2021 would be National Voter Registration Day; she informed that on this day, SGA would be encouraging students to register to vote. Ms. Babalola further briefed on several strategic goals that SGA would pursue, such as diversity, equity, and inclusion as well as student health outreach.

Professor Joseph Fera provided a general overview of the Lehman College Senate and its functions.

See Attachment I

Professor David Manier requested further discussion on the concerns raised by Professor David Hayman, regarding the reopening of the Lehman College campus; he invited President Delgado to speak on the matter. Dr. Delgado offered a response. He explained that the guidance and regulations that the College receives and follows are issued by the Chancellor and the Central Office. He communicated that as circumstances change, and as the guidelines set by the CDC alter, the rules and regulations adopted by the University, and by extension, the College, are revised and implemented accordingly.

Ruth Wangerin, PSC Chapter Chair of Lehman College, shared health concerns about on-campus integration, as some individuals are vaccinated and others are not. She expressed her worries about the lack of social distancing, as the College makes its transition to on-campus learning. She urged the recommendation of remote learning, until the entire College community is vaccinated. Ms. Wangerin communicated that she would continue to push for the safety of faculty, staff, and students. She also assured that conversations on the matter, by way of the Union Chapter, would be ongoing.

3. REPORTS OF STANDING COMMITTEES

105 **1. Graduate Studies**
106 Professor Janet DeSimone presented one informational item, an experimental course in the
107 Department of Computer Science.

108
109 Professor DeSimone presented proposals for curriculum changes in the following
110 departments: Art; Computer Science; Counseling, Leadership, Literacy, and Special
111 Education; Middle and High School Education; and Nursing. All proposals were approved
112 by unanimous vote.

113
114 See Attachment II

115
116 The next meeting was scheduled for Wednesday, October 6, 2021 at 11:00 a.m. via Zoom.

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118 **2. Governance Committee**
119 Professor Susan Markens announced that there were three vacancies on the Governance
120 Committee. She opened the floor to nominations. The following professors were nominated
121 to serve on the committee: Joseph Fera of the Mathematics Department, Sarah Ohmer of the
122 Latin American and Latino Studies Department, and Anne Rice of the Africana Studies
123 Department. There were no additional nominations. Prof. Markens moved to a vote;
124 professors Fera, Ohmer, and Rice were elected to the Governance Committee by unanimous
125 vote.

126
127 Prof. Markens presented the slate of student senators nominated to serve on Senate standing
128 committees. Thereafter, she moved to a vote. All candidates were approved by unanimous
129 vote.

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131 See Attachment III

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133 The next meeting was scheduled for Wednesday, September 15, 2021 at 11:00 a.m. via Zoom.

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135 **3. Committee on Admissions, Evaluations and Academic Standards**

136 There was no report.

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138 The next meeting was scheduled for Wednesday, September 22, 2021 at 3:00 p.m. via Zoom.

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141 **4. Undergraduate Curriculum**

142 Professor Lynn Rosenberg presented proposals for curriculum changes in the following

143 departments: Biology, English, Health Sciences, and Music, Multimedia, Theatre, and Dance.

144 All proposals were approved by unanimous vote.

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146 See Attachment IV

147

148 The next meeting was scheduled for Wednesday, October 6, 2021 at 1:00 p.m. via Zoom.

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150 **5. Academic Freedom:**

151 There was no report.

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153 The next meeting was tentatively scheduled for Thursday, September 9, 2021 at 6:00 p.m. via

154 Zoom.

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

157 Mr. Steven Castellano brought announcements from the Library, Division of Information

158 Technology, Online Education, and concerning Blackboard.

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160 See Attachment V

161

162 The next meeting was scheduled for Wednesday, September 29, 2021 at 11:00 a.m. via Zoom.

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164 Ms. Nadine Zerphey voiced concerns about the Carmen Hall cafeteria, as it was being utilized

165 as a space for students to attend classes remotely. She elaborated how the cafeteria's hours

166 often conflicted with course hours, as the former tended to be cut brief, while the latter carried

167 on, leaving students without accommodations. The VP of Administration and Finance, Rene

168 Rotolo, responded. She informed that as the College readjusts to on-campus learning, conflicts
169 of this nature may not readily be apparent. However, VP Rotolo assured that she was a point
170 of contact to address the aforesaid issue and other issues on campus; she urged Ms. Zerphey,
171 and all with similar concerns, to contact her. VP Rotolo also expressed that the Carman Hall
172 Cafeteria matter may easily be resolved and can remain open to accommodate students.

173
174 Professor Deirdre O’Boy informed that a student of hers, who wished to use the library, was
175 refused on-campus access and was told that she could only appear in-person on days in which
176 she had classes. Prof. O’Boy requested further clarification on the College’s policy. VP Rene
177 Rotolo explained that a request to use the library would tie into access control, and as such, a
178 student must schedule access to the library for use of the facilities to gain access on campus.

179
180 **7. Campus Life and Facilities**
181 There was no report. Prof. Penny Prince informed that she had one announcement, which she
182 would share at the end of the meeting.

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184 The next meeting was scheduled for Wednesday, October 6, 2021 at 2:00 p.m. via Zoom.

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186 **8. Budget and Long-Range Planning**
187 There was no report.

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189 The next meeting was scheduled for Wednesday, September 29, 2021 at 1:00 p.m. via Zoom.

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191 **9. University Faculty Senate Report**
192 There was no report.

193
194 The next Plenary Session was scheduled for Tuesday, September 28, 2021 at 6:30 p.m.

195
196 **4. Report of Ad Hoc Committee**
197 **a. Report of the Academic Assessment Council—**
198 There was no report.

199

200 The next meeting was scheduled for Tuesday, September 7, 2021 at 10:00 a.m. via Zoom.

201

202 **b. Report of the Best Practices for Determining Class Size—**

203 There was no report.

204

205 The next meeting was scheduled for Monday, September 13, 2021 at 10:00 a.m. via Zoom.

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208 **Old Business**----None.

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211 **New Business**

212 Professor Joseph Fera was nominated to preside over the Senate in the absence of the President.

213 There were no additional nominations from the floor. Prof. Fera was elected to serve as the Senate

214 Chair by unanimous vote.

215

216 Professor Penny Prince announced that there would be a Zoom lecture given by activist Anthony

217 Ray Hinton, which was scheduled to take place on October 5, 2021, at 5:00 p.m. Prof. Prince urged

218 all to attend and informed that reservations may be made at clubs.lehman.edu.

219

220 **ADJOURNMENT**

221 President Delgado adjourned the meeting at 4:56 p.m.

222

223 Respectfully submitted:

224

225 Cynthia Cessant

Senate Meeting – September 1, 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 Art

- Change in degree and admission requirements: MA (Pre-K-12) in Art Education

Department of Counseling, Leadership, Literacy and Special Education

- Change in admission requirements:
 - MEd programs in Literacy Studies
 - MEd programs in Special Education
 - MEd program in Educational Leadership

Department of Nursing

- Change in degree requirements: Advanced Certificate in Pediatric Nurse Practitioner
- Change in degree requirements: MS in Pediatric Nurse Practitioner
- Change in degree requirements: Advanced Certificate in Family Nurse Practitioner
- Change in degree requirements: MS in Family Nurse Practitioner

Department of Middle and High School Education

- Change in Admission Requirements:
 - MEd programs in English Education; TESOL
 - MA programs in Social Studies Education; Teaching Spanish

- 1) Informational Item: The committee discussed and approved unanimously, with the required quorum, four experimental courses from the following department:

Department of Computer Science

- Experimental courses: CMP 566, 567, 568, 569

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

Our next meeting will be on October 6 held via Zoom.

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Art Education (Pre-K-12), M.A.

Hegis Number: 0831

Program Code: 252

Effective Term: Fall 2021

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

2. **From:**

Art Education (Pre-K-12), M.A. Program

This program is designed for students who seek a Master's degree leading to initial New York State certification in teaching Art, Pre-K-12. (Previously certified students interested in professional certification should seek the M.A. in Studio Art.) Candidates have two advisers: the Graduate Adviser in the Art Department and the Art Education adviser in the School of Education. Candidates are required to enroll in the Education sequence of courses immediately upon entry into the program.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.
- Have earned at least 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Each applicant must submit a graduate-level portfolio of recent work consisting of 15-20 digital images in JPEG format that is accompanied by an image script, which details the Title, Size, Medium and Date of each image. The portfolio should demonstrate an area of focus.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, students must make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.
- Submit scores on the appropriate New York State teacher certification examinations.

Degree Requirements

Students are required to finish 45 credits (18 credits in Art / Art History and 27 credits Education / Art Education) as follows:

Required Studio Art and Art History Courses from the Art Department (18):

		Credits
ART	Three ART courses in Studio Art	9
ART 746	Masters Project	3
ARH	Two ARH courses in Art History	6

Three ART courses in Studio Art: At the 700-level chosen in conjunction with the Graduate Art Adviser.

Two ARH courses in Art History: Chosen in conjunction with the Graduate Art Adviser.

Required Education Courses from the Department of Middle and High School Education and the Department of Early Childhood and Childhood Education (27):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
EDE 716	Learning and Teaching Art in Childhood Settings: Grades 1 to 6	3
ESC 714	Teaching Art in Middle and High School	3
ESC 735	Curriculum, Research and Current Issues in Art Education	3
ESC 596	Student Teaching in the Middle and High School Grades	3

ESC 612 Seminar in Secondary Student Teaching

3

*ESC 506: Or Equivalent.**EDE 716: Prereqs/coreqs waived.***3. To:****Art Education (Pre-K-12), M.A. Program**

This program is designed for students who seek a Master's degree leading to initial New York State certification in teaching Art, Pre-K-12. (Previously certified students interested in professional certification should seek the M.A. in Studio Art.) Candidates have two advisers: the Graduate Adviser in the Art Department and the Art Education adviser in the School of Education. Candidates are required to enroll in the Education sequence of courses immediately upon entry into the program.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.
- Have earned at least 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Each applicant must submit a graduate-level portfolio of recent work consisting of 15-20 digital images in JPEG format that is accompanied by an image script, which details the Title, Size, Medium and Date of each image. The portfolio should demonstrate an area of focus.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, students must make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.
- Submit scores on the appropriate New York State teacher certification examinations.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements

Students are required to finish 44-45 credits (18 credits in Art / Art History and 26-27 credits Education / Art Education) as follows: **Required Studio Art and Art History Courses from the Art Department (18):**

		Credits
ART	Three ART courses in Studio Art	9
ART 746	Masters Project	3
ARH	Two ARH courses in Art History	6

Three ART courses in Studio Art: At the 700-level chosen in conjunction with the Graduate Art Adviser.

Two ARH courses in Art History: Chosen in conjunction with the Graduate Art Adviser.

Required Education Courses from the Department of Middle and High School Education and the Department of Early Childhood and Childhood Education (27):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
EDE 716	Learning and Teaching Art in Childhood Settings: Grades 1 to 6	3
ESC 714	Teaching Art in Middle and High School	3
ESC 735	Curriculum, Research and Current Issues in Art Education	3
ESC 596	Student Teaching in the Middle and High School Grades	3

OR

<u>ESC 595</u>	<u>Internship in Classroom Teaching</u>	<u>1-3</u>
ESC 612	Seminar in Secondary Student Teaching	3

ESC 506: Or Equivalent.

EDE 716: Prereqs/coreqs waived.

Students who are in-service teachers of record will enroll in ESC 595 (for 2 credits only) instead of ESC 596.

4. Rationale:

Students who are hired as a full-time teacher of record before completing the program will conduct student internship (ESC 595-2 cr) instead of student teaching (ESC 596-3cr). This brings the program in line with the School of Education fieldwork practice. Students who conduct student teaching are placed at a fieldwork site (school) by the School of Education. Student who conduct student internship (ESC 595) are not placed by the School of Education. The ESC 595 fieldwork is conducted where the student is employed.

The two distinct fieldwork courses differ by 1 credit. As a result, the required number of credits to complete the course needs to be change from 45 credits to 44-45. The required Education credits need to be change from 27 to 26-27.

The Department of Art is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: 4/14/21

**LEHMAN COLLEGE
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DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 566
Course Title	Computer Thinking for Educators
Description	A discussion of various computer science topics such as hamming codes, image representation, number systems, data representation, algorithms, artificial intelligence, cryptography, gates, flip-flops, adders. No previous programming experience is required.
Pre / Co Requisites	Prerequisite: Precalculus or Department of Computer Science permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course will serve as a concepts course for Master's Degree students pursuing a Certificate in Computer Science Education.

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

1. Understand the different number systems and knowing how to convert from one to another
2. Understand the function of basic hardware components such as: flip/flops, registers, adders
3. Understand how these components are built from gates
4. Understand basic internet routing
5. Use basic artificial intelligence principles to solve problems
6. Design, build, and operate a simple lego robot according to provided specifications
7. Solve computational problems by designing well-defined algorithms
8. Understand how computers interact with numeric, text, sound, and image data
9. Understand and demonstrate proper use of classic cryptography methods

5. Date of Departmental Approval: March 24, 2021

**LEHMAN COLLEGE
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DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 569
Course Title	Data Structures and Algorithms for Educators
Description	Abstract characterizations as well as the design and implementation of data structures such as arrays, stacks, queues, linked lists, binary search trees, heaps, hash tables and graphs along with algorithms that make use of such structures including algorithms for sorting, searching, will be studied. Algorithms will be analyzed for their asymptotic behavior in terms of time and space complexity. Implementation issues will be considered and students will write programs that embody these data structures and algorithms.
Pre / Co Requisites	Prerequisite: CMP 568 or Department of Computer Science permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course will serve as the third programming course for Master's Degree students pursuing a Certificate in Computer Science Education.

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

1. Improve skills in object-oriented programming
2. Improve understanding of recursive methods
3. Understand a core group of basic data structures as enumerated in topics below
4. Conceptualize many programming issues at a higher level through data structures
5. Know the tradeoffs of each studied data structure so as to employ the appropriate one for a given situation
6. Write parameterized data structures using generics
7. Design algorithms that incorporate data structures for efficient handling of data
8. Code algorithms involving data structures using an object oriented programming language
9. Analyze new data structures and their algorithms for asymptotic behavior
10. Achieve a level of maturity in the subject so that further study of data structures can be pursued independently

5. Date of Departmental Approval: March 24, 2021

**LEHMAN COLLEGE
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DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 567
Course Title	Programming Methods I for Educators
Description	This course is designed to provide the technical skills, pedagogical best practices, and real-world applications needed to lead Computer Science lessons and units in the K-12 setting. Activities include an introduction to the history of computer systems, front-end web development with HTML, CSS, and JavaScript followed by structured computer programming using Java, a modern high-level programming language. Topics include console I/O, variables, data types, decision branches, iteration, arrays, functional decomposition, function definitions, calls, and parameter passing. No previous programming knowledge is needed.
Pre / Co Requisites	Prerequisite: Precalculus or Department of Computer Science permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	Scientific World
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3. Rationale:

This course will serve as the first programming course for Master's Degree students pursuing a Certificate in Computer Science Education.

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

1. Summarize the relationship between computer systems and programs
2. Independently design and develop structured websites with dynamic content using HTML, CSS, & JavaScript
3. Independently design, create, debug simple Java applications
4. Use HTML5 to develop properly structured web pages
5. Use CSS3 to apply proper style to web pages
6. Use JavaScript to respond to events
7. Manipulate the DOM and CSSOM through JavaScript
8. Demonstrate proper use of variables and functions/methods in both JavaScript and Java
9. Demonstrate the use of parameters and information passing in programs
10. Perform Logical Decisions using both JavaScript and Java
11. Perform Iteration using both JavaScript and Java
12. Manipulate Strings in both JavaScript and Java
13. Manipulate Arrays in both JavaScript and Java
14. Use libraries from the java.util package such as Scanner, Math

5. Date of Departmental Approval: March 24, 2021

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Department(s)	Computer Science
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 568
Course Title	Programming Methods II for Educators
Description	Continuation of parameter passing with a focus on devising function definitions and tracing recursive calls. Object Oriented Programming techniques. Arrays. Sorting and searching algorithms as well as a comparison of their performance. Exceptions and Exception Handling. Text File I/O. GUI programming. Lab exercises include designing, writing and debugging programs using commercial IDEs.
Pre / Co Requisites	Prerequisite: CMP 567 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course will serve as the second programming course for Master's Degree students pursuing a Certificate in Computer Science Education.

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

By the end of the course students should be able to read and write java code that does the following:

1. Demonstrate OOP through proper use of encapsulation, polymorphism and inheritance.
2. Independently design, create, debug Java ApplicationsGUI (Graphical User Interface) for desktop applications
3. Perform decision branching using if-else statements, switch cases
4. Perform iteration using loops for, while, do-while
5. Manipulate Arrays 1 Dimensional & 2 Dimensional
6. Manipulate Strings
7. Use Streams and perform File I/O on plain text files
8. Demonstrate use of Exception Handling
9. Use Recursion to solve problems
10. Popular Sorting Algorithms (Bubble, Selection, Insertion, Merge)
11. Popular Searching Algorithms (Sequential, Binary)

5. Date of Departmental Approval: March 24, 2021

**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: Literacy Studies, MSED; Teaching Literacy (Birth-6th Grade)

Hegis Number: 0830

Program Code: 25809

Effective Term: Spring 2022

1. Type of Change: Admissions requirements

2. From:
Literacy Studies Birth-6th Grade

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

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

3. To:
Literacy Studies Birth-6th Grade

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

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.

- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test.

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

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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: Literacy Studies, MSED; Teaching Literacy (5th-12th Grade)

Hegis Number: 0830

Program Code: 25806

Effective Term: Spring 2022

1. Type of Change: Admissions requirements

2. From:
Literacy Studies 5th-12th Grade

Admission Requirements for Professional Certification in Teaching Literacy (5th-12th Grade)

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

3. To:
Literacy Studies 5th-12th Grade

Admission Requirements for Professional Certification in Teaching Literacy (5th-12th Grade)

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.

- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test.

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

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

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

Hegis Number: 0830.01

Program Code: 36464

Effective Term: Spring 2022

1. Type of Change: Admissions requirements

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

Admission Requirements for Dual Certification in Literacy Studies Birth-Grade 6 and Special Education Grades 1- 6

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

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

Admission Requirements for Dual Certification in Literacy Studies Birth-Grade 6 and Special Education Grades 1- 6

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test.

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

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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 Early Childhood Special Education

Hegis Number: 0808

Program Code: 25815

Effective Term: Spring 2022

1. Type of Change: Admissions requirements

2. From:

Admission Requirements to the 36-Credit M.S.Ed. Program in Early 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.

3. To:

Admission Requirements to the 36-Credit M.S.Ed. Program in Early 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.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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 Childhood Special Education

Hegis Number: 0808

Program Code: 25812

Effective Term: Spring 2022

1. Type of Change: Admissions requirements

2. From:

Admission Requirements to the 36-Credit M.S.Ed. Program in 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.

3. To:

Admission Requirements to the 36-Credit M.S.Ed. Program in 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.

8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

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5. **Date of departmental approval:** April 7, 2021

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

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

CURRICULUM CHANGE

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

Hegis Number: 0808

Program Code: 25829

Effective Term: Spring 2022

1.Type of Change: Admissions requirements

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. 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.

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.
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 - 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.
7. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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: Spring 2022

1.Type of Change: Admissions requirements

2. From:

Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early 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.

3. To:

Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early 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.
7. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a

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

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**LEHMAN COLLEGE
OF THE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

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

Hegis Number: 0808

Program Code: 25812

Effective Term: Spring 2022

1.Type of Change: Admissions requirements

2. From:

Admission Requirements to the 48-Credit Dual Certification Program in 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.

3. To:

Admission Requirements to the 48-Credit Dual Certification Program in 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?
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4. Two letters of recommendation.
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6. Certification of placement and assurance of ability to complete all the program and course requirements.
7. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a

program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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. Certification Program in Bilingual Early Childhood Special Education

Hegis Number: 0808

Program Code: 25815

Effective Term: Spring 2022

1.Type of Change: Admissions requirements

2. From:

Admission Requirements to the 42-Credit Certification Program in Bilingual Early 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.

3. To:

Admission Requirements to the 42-Credit Certification Program in Bilingual Early 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.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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. Certification Program in Bilingual
Childhood Special Education

Hegis Number: 0808

Program Code: 25812

Effective Term: Spring 2022

1.Type of Change: Admissions requirements

2. From:

**Admission Requirements to the 42-Credit Certification Program in Bilingual
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.

3. To:

Admission Requirements to the 42-Credit Certification Program in Bilingual 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.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**LEHMAN COLLEGE
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**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: Spring 2022

1. Type of Change: Admissions requirements

2. From:

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early 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.

3. To:

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early 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:
 - e) 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.)
 - f) 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?
 - g) 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.
 - h) 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.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower

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

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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. Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education

Hegis Number: 0808

Program Code: 25812

Effective Term: Spring 2022

1.Type of Change: Admissions requirements

2. From:

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual 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.

3. To:

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual 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.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower

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

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 7, 2021

**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., Educational Leadership - School Building Leader

Hegis Number: 0828

Program Code: 31470

Effective Term: Spring 2022

1.Type of Change: Admissions requirements

2. From:

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

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, ~~and at least one~~ must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the

specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.

8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
9. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

3. To:

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

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student, and a third letter must be from someone who can best evaluate the candidate's character and work ethic;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. Candidates who do not hold an Initial certificate AND master's degree must submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. Note: An

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

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

4. Rationale:

The Department of Counseling, Leadership, Literacy and Special Education is complying with the CAEP requirement for admissions selections to satisfy accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we are working on finalizing a plan to support the candidate population falling below the 50th percentile upon admission. Our plan will address CAEP requirements and prevent receiving a “stipulation” to our accreditation from CAEP.

The change to the required letters of recommendation allows our adult applicants who do not have readily available access to faculty from prior studies to find suitable letters of reference. Further, the changes outline what the admissions committee is looking for in the reference letters.

5. **Date of departmental approval:** April 7, 2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION CURRICULUM
CHANGE**

Name of Program and Degree Award: English Education, M.S.Ed.

Hegis Number: 1501.00

Program Code: 25803

Effective Term: Spring 2022

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

2. FROM:

English Education M.S.Ed. Program

English Education Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequence 4 only, possess Transitional B certificate in Teaching English grades 7-12.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Submit a 500-word essay outlining career goals.
- Submit two to three letters of recommendation.
- Participate in an individual interview.

3. TO:

English Education M.S.Ed. Program

English Education Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.

- For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequence 4 only, possess Transitional B certificate in Teaching English grades 7-12.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** part of their graduate program.
- Submit a 500-word essay outlining career goals.
- Submit two to three letters of recommendation.
- Participate in an individual interview.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The MHSE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 8, 2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION CURRICULUM
CHANGE**

Name of Program and Degree Award: Science Education M.S.Ed. Program

Hegis Number: 0834.00

Program Code: 25791

Effective Term: Spring 2022

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

2. **FROM:**

Science Education M.S.Ed. Program

Science Education Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the Content Specialty Test (CST).
4. For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.
5. For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

3. **TO:**

Science Education M.S.Ed. Program

Science Education Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the Content Specialty Test (CST).
4. For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.
5. For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.
9. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The MHSE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 8, 2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION CURRICULUM
CHANGE**

Name of Program and Degree Award: Social Studies Education M.A. Program

Hegis Number: 2201.01

Program Code: 25794

Effective Term: Spring 2022

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

2. FROM:

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

Social Studies Education Admission Requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

3. TO:

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

Social Studies Education Admission Requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The MHSE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the

GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 8, 2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION CURRICULUM
CHANGE**

Name of Program and Degree Award: Social Studies Education M.A. Program

Hegis Number: 2201.01

Program Code: 38077

Effective Term: Spring 2022

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

2. FROM:

Social Studies Education M.A. Program (Professional Certificate)

Social Studies Education Admission Requirements

- Possess a bachelor's degree or equivalent from an accredited college or university approved by New York State for purposes of obtaining an initial teaching license. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Professional Certificate Social Studies 7-12, present evidence of NYS initial certification in Social Studies Education 7-12.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

3. TO:

Social Studies Education M.A. Program (Professional Certificate)

Social Studies Education Admission Requirements

- Possess a bachelor's degree or equivalent from an accredited college or university approved by New York State for purposes of obtaining an initial teaching license. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Professional Certificate Social Studies 7-12, present evidence of NYS initial certification in Social Studies Education 7-12.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The MHSE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a "stipulation" to our accreditation from CAEP.

5. Date of departmental approval: April 8, 2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION CURRICULUM
CHANGE**

Name of Program and Degree Award: Teaching English to Speakers of Other Languages M.S.Ed. Program

Hegis Number: 13.1401

Program Code: 25784

Effective Term: Spring 2022

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

2. FROM:

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

TESOL Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
2. For Sequence 1, possess New York State teacher certification and meet minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in ESOL.
3. Submit Graduate Record Examination (GRE) scores
4. For Sequence 4, meet with the advisor prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.
5. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview that requires producing a writing sample in English.
8. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):
 - Overall: Paper-based: 600; Computer-based: 250; Internet-based (IBT): 75, not counting the Speaking subscore.
 - Writing subscore: Paper-based: 5.0; IBT: 24
 - Speaking subscore: Paper-based: 50; IBT: 26
9. Satisfy appropriate voice, speech, and health standards.
10. Meet any additional department, Lehman College School of Education, or New York State requirements.

11. Meet any additional requirements for admission in the first three semesters of matriculation.

3. TO:

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

TESOL Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
2. For Sequence 1, possess New York State teacher certification and meet minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in ESOL.
3. Submit Graduate Record Examination (GRE) scores revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.
4. For Sequence 4, meet with the advisor prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.
5. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview that requires producing a writing sample in English.
8. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):
 - Overall: Paper-based: 600; Computer-based: 250; Internet-based (IBT): 75, not counting the Speaking subscore.
 - Writing subscore: Paper-based: 5.0; IBT: 24
 - Speaking subscore: Paper-based: 50; IBT: 26
9. Satisfy appropriate voice, speech, and health standards.
10. Meet any additional department, Lehman College School of Education, or New York State requirements.
11. Meet any additional requirements for admission in the first three semesters of matriculation.

4. Rationale:

The MHSE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 8, 2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION CURRICULUM
CHANGE**

Name of Program and Degree Award: Teaching Spanish 7-12 M.A.

Hegis Number: 13.1330

Program Code: 33999

Effective Term: Spring 2022

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

2. FROM:

Teaching Spanish 7-12 M.A.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a Spanish major (or its equivalent) and an overall index of 3.0 or higher. In order to be recommended by Lehman College for certification in Teaching Spanish, candidates must have completed a core of liberal arts/sciences courses in addition to their major (see adviser for details).
2. Demonstrate the ability to successfully pursue graduate study by earning a B or better in Spanish coursework.
3. Have completed 24 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.
4. Submit scores from the Spanish Content Specialty Test (CST).
5. If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.
6. For Sequence 2, be eligible for a valid New York State Transitional B certificate in Teaching Spanish grades 7-12.
7. Two letters of recommendation.
8. Report to the Department of Languages and Literatures for consultation with adviser and assessment of Spanish language skills prior to matriculation.
9. Oral proficiency at the Advanced Low level on the American Council on Teaching Foreign Languages (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI). Candidates who do not score Advanced Low are accepted conditionally and must redo and pass the interview before completion of 18 credits.
10. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

3. TO:**Teaching Spanish 7-12 M.A.****Admission Requirements**

1. A bachelor's degree from an accredited college or university with a Spanish major (or its equivalent) and an overall index of 3.0 or higher. In order to be recommended by Lehman College for certification in Teaching Spanish, candidates must have completed a core of liberal arts/sciences courses in addition to their major (see adviser for details).
2. Demonstrate the ability to successfully pursue graduate study by earning a B or better in Spanish coursework.
3. Have completed 24 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.
4. Submit scores from the Spanish Content Specialty Test (CST).
5. If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.
6. For Sequence 2, be eligible for a valid New York State Transitional B certificate in Teaching Spanish grades 7-12.
7. Two letters of recommendation.
8. Report to the Department of Languages and Literatures for consultation with adviser and assessment of Spanish language skills prior to matriculation.
9. Oral proficiency at the Advanced Low level on the American Council on Teaching Foreign Languages (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI). Candidates who do not score Advanced Low are accepted conditionally and must redo and pass the interview before completion of 18 credits.
10. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

4. Rationale:

The MHSE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals,

individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: April 8, 2021

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Pediatric Nurse Practitioner Advanced Certificate
Post-Master's

Hegis Number: 1203.10

Program Code: 20582

Effective Term: Fall 2022

Type of Change: Degree Requirements

From:

Pediatric Nurse Practitioner Post-Master's Certificate

Admission Requirements

- A master's degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.
- Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 30-credit curriculum with a cumulative index of 3.0 or better.

Certificate Requirements (30 Credits)

The Curriculum Plan for the 30-credit Post-Master's Certificate in Pediatric Nurse Practitioner consists of a sequence of seven courses:

Semester I

NUR 766	Advanced Pathophysiology	3
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NUR 773	Advanced Health Assessment	3
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Semester II

NUR 767	Advanced Pharmacology	3
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NUR 769	Family Developmental Theory	3
Semester III		
NUR 770	Advanced Practice I	6
Semester IV		
NUR 771	Advanced Nursing Practice II	6
Semester V		
NUR 772	Advanced Nursing Practice III	6

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Pediatric Nurse Practitioner to graduate with a Post-Master's Certificate in Pediatric Nurse Practitioner.

To:
Pediatric Nurse Practitioner Post-Master's Certificate

Admission Requirements

- A master's degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.
- Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 30-credit curriculum with a cumulative index of 3.0 or better.

Certificate Requirements (30 Credits)

The Curriculum Plan for the 30-credit Post-Master's Certificate in Pediatric Nurse Practitioner consists of a sequence of seven courses:

Semester I

NUR 766	Advanced Pathophysiology	3
NUR 773	Advanced Health Assessment	3

Semester II

NUR 767	Advanced Pharmacology	3
NUR 769	Family Developmental Theory	3

Semester III

NUR 770	Advanced Practice I	6
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Semester IV

NUR 771	Advanced Nursing Practice II	6
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Semester V

NUR 772	Advanced Nursing Practice III	6
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Students must achieve a 3.0 GPA to graduate with a Post-Master's Certificate in Pediatric Nurse Practitioner.

PNP Program Academic Standing

After attempting 9 graduate credits, those whose GPA falls below a 3.0 (earn a grade of B- or less in any NUR course) will not be granted an automatic probation period.

Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the program director or chair must accompany such appeals.

Rationale:

A 3.0 cumulative GPA is required for degree conferral. History of past students with less than a 3.0 GPA during the program indicates delayed degree conferral due to taking non-nursing graduate-level courses to elevate the GPA and poor outcomes on the nursing certification exams. The majority of graduates with B grades or higher have passed the ANCC certification exam for Pediatric Nurse Practitioner on the first attempt.

A College administrative decision to remove the certification examination requirement for graduation was made in December, 2020.

Date of departmental approval: April 5, 2021

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Pediatric Nurse Practitioner M.S.

Hegis Number: 1203.10

Program Code: 19752

Effective Term: Fall 2022

Type of Change: Degree Requirements

From:

Pediatric Nurse Practitioner M.S. Program

Admission Requirements

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR 600 with a grade of B (3.0) or better during their first semester.

Degree Requirements (45-49 Credits)

The Curriculum Plan for the Master of Science degree in *Pediatric Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I

		Credits
NUR 600	Biostatistics in Health Research	4
NUR 720	Concepts and Theories for Advanced Nursing Practice	3

NUR 600 is not required if it or equivalent completed prior to matriculation.

Semester II

		Credits
NUR 721	Essentials of Clinical Research	3
NUR 723	Strategies for Advanced Nursing Practice	3

Semester III

		Credits
NUR 726	Health Planning and Policy Making: Leadership Issues	3
NUR 766	Advanced Pathophysiology	3

Semester IV

		Credits
NUR 767	Advanced Pharmacology	3
NUR 773	Advanced Health Assessment	3

Semester V

		Credits
NUR 769	Family Developmental Theory	3
NUR 770	Advanced Practice I	6

Semester VI

		Credits
NUR 771	Advanced Nursing Practice II	6

Semester VII

		Credits
NUR 772	Advanced Nursing Practice III	6
NUR 787	Advanced Professional Seminar	3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with Family Nurse Practitioner Master of Science degree.

To:
Pediatric Nurse Practitioner M.S. Program

Admission Requirements

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR 600 with a grade of B (3.0) or better during their first semester.

Degree Requirements (45-49 Credits)

The Curriculum Plan for the Master of Science degree in *Pediatric Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I

Credits

NUR 600	Biostatistics in Health Research	4
NUR 720	Concepts and Theories for Advanced Nursing Practice	3
<i>NUR 600 is not required if it or equivalent completed prior to matriculation.</i>		
Semester II		Credits
NUR 721	Essentials of Clinical Research	3
NUR 723	Strategies for Advanced Nursing Practice	3
Semester III		Credits
NUR 726	Health Planning and Policy Making: Leadership Issues	3
NUR 766	Advanced Pathophysiology	3
Semester IV		Credits
NUR 767	Advanced Pharmacology	3
NUR 773	Advanced Health Assessment	3
Semester V		Credits
NUR 769	Family Developmental Theory	3
NUR 770	Advanced Practice I	6
Semester VI		Credits
NUR 771	Advanced Nursing Practice II	6
Semester VII		Credits

NUR 772	Advanced Nursing Practice III	6
NUR 787	Advanced Professional Seminar	3

Students must achieve a 3.0 GPA to graduate with Pediatric Nurse Practitioner Master of Science degree.

PNP Program Academic Standing

After attempting 9 graduate credits, those whose GPA falls below a 3.0 (earn a grade of B- or less in any NUR course) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the program director or chair must accompany such appeals.

Rationale:

A 3.0 cumulative GPA is required for degree conferral. History of past students with less than a 3.0 GPA during the program indicates delayed degree conferral due to taking non-nursing graduate-level courses to elevate the GPA and poor outcomes on the nursing certification exams. The majority of graduates with B grades or higher have passed the ANCC certification exam for Pediatric Nurse Practitioner on the first attempt.

A College administrative decision to remove the certification examination requirement for graduation was made in December, 2020.

Date of departmental approval: April 5, 2021

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Family Nurse Practitioner Advanced Certificate
Post-Master's

Hegis Number: 1203.12

Program Code: 33472

Effective Term: Fall 2022

Type of Change: Degree Requirements

From:

Family Nurse Practitioner Post-Master's Certificate

Admission Requirements

- A master's degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.
- Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 30-credit curriculum with a cumulative index of 3.0 or better.

Certificate Requirements (30 Credits)

The Curriculum Plan for the 30-credit Post-Master's Certificate in Family Nurse Practitioner consists of a sequence of seven courses:

Semester I

NUR 766	Advanced Pathophysiology	3
NUR 773	Advanced Health Assessment	3

Semester II

NUR 769	Family Developmental Theory	3
NUR 767	Advanced Pharmacology	3

Semester III

NUR 774	Advanced Family Nursing Practice I - Using a Nursing Science Framework	6
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Semester IV

NUR 775	Advanced Family Nursing Practice II - Using a Nursing Science Framework	6
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Semester V

NUR 776	Advanced Family Nursing Practice III - Using a Nursing Science Framework	6
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Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a Master of science degree or post-master's certificate in Family Nurse Practitioner.

To:**Family Nurse Practitioner Post-Master's Certificate****Admission Requirements**

- A master's degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.
- Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 30-credit curriculum with a cumulative index of 3.0 or better.

Certificate Requirements (30 Credits)

The Curriculum Plan for the 30-credit Post-Master's Certificate in Family Nurse Practitioner consists of a sequence of seven courses:

Semester I

NUR 766	Advanced Pathophysiology	3
NUR 773	Advanced Health Assessment	3

Semester II

NUR 769	Family Developmental Theory	3
NUR 767	Advanced Pharmacology	3

Semester III

NUR 774	Advanced Family Nursing Practice I - Using a Nursing Science Framework	6
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Semester IV

NUR 775	Advanced Family Nursing Practice II - Using a Nursing Science Framework	6
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Semester V

NUR 776	Advanced Family Nursing Practice III - Using a Nursing Science Framework	6
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Students must achieve a 3.0 GPA to graduate with a Master of science degree or post-master's certificate in Family Nurse Practitioner.

FNP Program Academic Standing

After attempting 9 graduate credits, those whose GPA falls below a 3.0 (earn a grade of B- or less in any NUR course) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the program director or chair must accompany such appeals.

Rationale:

A 3.0 cumulative GPA is required for degree conferral. History of past students with less than a 3.0 GPA during the program indicates delayed degree conferral due to taking non-nursing graduate-level courses to elevate the GPA and poor outcomes on the nursing certification exams. The majority of graduates with B grades or higher have passed the ANCC certification exam for Family Nurse Practitioner on the first attempt.

A College administrative decision to remove the certification examination requirement for graduation was made in December, 2020.

Date of departmental approval: April 5, 2021

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Family Nurse Practitioner M.S.

Hegis Number: 1203.10

Program Code: 33473

Effective Term: Fall 2022

Type of Change: Degree Requirements

From:

Family Nurse Practitioner M.S. Program

Admission Requirements

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (*it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.*)
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR 600 with a grade of B (3.0) or better during their first semester.

Degree Requirements (45-49 Credits)

The Curriculum Plan for the Master of Science degree in *Family Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I

	Credits
NUR 600 Biostatistics in Health Research	4
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 600 is not required if it or equivalent completed prior to matriculation.	

Semester II

	Credits
NUR 721 Essentials of Clinical Research	3
NUR 723 Strategies for Advanced Nursing Practice	3

Semester III

	Credits
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 766 Advanced Pathophysiology	3

Semester IV

	Credits
NUR 767 Advanced Pharmacology	3
NUR 773 Advanced Health Assessment	3

Semester V

	Credits
NUR 769 Family Developmental Theory	3
NUR 774 Advanced Family Nursing Practice I - Using a Nursing Science Framework	6

Semester VI

	Credits
NUR 775 Advanced Family Nursing Practice II - Using a Nursing Science Framework	6

Semester VII

Credits

NUR 776	Advanced Family Nursing Practice III - Using a Nursing Science Framework	6
NUR 787	Advanced Professional Seminar	3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with Family Nurse Practitioner Master of Science degree.

To:
Family Nurse Practitioner M.S. Program

Admission Requirements

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (*it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.*)
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR 600 with a grade of B (3.0) or better during their first semester.

Degree Requirements (45-49 Credits)

The Curriculum Plan for the Master of Science degree in *Family Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I

	Credits
NUR 600 Biostatistics in Health Research	4
NUR 720 Concepts and Theories for Advanced Nursing Practice 3	3
NUR 600 is not required if it or equivalent completed prior to matriculation.	

Semester II

	Credits
NUR 721 Essentials of Clinical Research	3
NUR 723 Strategies for Advanced Nursing Practice	3

Semester III

	Credits
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 766 Advanced Pathophysiology	3

Semester IV

	Credits
NUR 767 Advanced Pharmacology	3
NUR 773 Advanced Health Assessment	3

Semester V

	Credits
NUR 769 Family Developmental Theory	3
NUR 774 Advanced Family Nursing Practice I - Using a Nursing Science Framework	6

Semester VI

	Credits
NUR 775 Advanced Family Nursing Practice II - Using a Nursing Science Framework	6

Semester VII

	Credits
NUR 776 Advanced Family Nursing Practice III - Using a Nursing Science Framework	6
NUR 787 Advanced Professional Seminar	3

Students must achieve a 3.0 GPA to graduate with Family Nurse Practitioner Master of Science degree.

FNP Program Academic Standing

After attempting 9 graduate credits, those whose GPA falls below a 3.0 (earn a grade of B- or less in any NUR course) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the program director or chair must accompany such appeals.

4. **Rationale:**

A 3.0 cumulative GPA is required for degree conferral. History of past students with less than a 3.0 GPA during the program indicates delayed degree conferral due to taking non-nursing graduate-level courses to elevate the GPA and poor outcomes on the nursing certification exams. The majority of graduates with B grades or higher have passed the ANCC certification exam for Family Nurse Practitioner on the first attempt.

A College administrative decision to remove the certification examination requirement for graduation was made in December, 2020.

5. **Date of departmental approval:** April 5, 2021



GOVERNANCE COMMITTEE
Senate Report
September 1st, 2021

1. Governance Committee Faculty Vacancies
 - a. Governance Committee Members **MUST** Be Senators.
 - b. Currently **3 Faculty Vacancies**. Nominations Taken from Floor
 - c. Any Nominations?
 - d. Move To A Vote

2. Student Committee Vacancies
 - a. Slate Of Nominees Provided By Students
 - b. Any Additional Nominations?
 - c. Move To A Vote

3. Next Governance Meeting, TBD

Nominations for Senate Committee

Governance Committee

1. Blessing Babalola--- Victoria.babalola@lc.cuny.edu
2. Nehiesha Nevers---- Nehiesha.nevers@lc.cuny.edu
3. Aryeh Kalb----- Aryeh.kalb@lc.cuny.edu

Admissions, Evaluation and Academic Standards Committee

1. Aryeh Kalb----- Aryeh.kalb@lc.cuny.edu
2. Giselle Barroso----- Giselle.barroso@lc.cuny.edu
- 3.

Campus Life and Facilities Committee

1. Nehiesha Nevers----- Nehiesha.nevers@lc.cuny.edu
2. Caleb Kim----- Caleb.kim@lc.cuny.edu
3. Bernard Tetteh----- Bernardkwapong.tetteh@lc.cuny.edu

Library, Technology, and Telecommunications Committee

1. Nadine Zerphey----- Nadine.zerphey@lc.cuny.edu
2. Giselle Barroso----- Giselle.barroso@lc.cuny.edu
- 3.

Undergraduate Curriculum Committee

1. Caleb Kim----- Caleb.kim@lc.cuny.edu
2. Nadine Zerphey ----- Nadine.zerphey@lc.cuny.edu
- 3.

Academic Freedom

1. Nadine Zerphey----- Nadine.zerphey@lc.cuny.edu
2. Analia Firpo-----Analia.firpo@lc.cuny.edu
3. Jose Castillo----- Jose.castillo4@lc.cuny.edu

Graduate Studies Committee

- 1.
- 2.
- 3.

Budget and Long Range Planning Committee

- 1.
- 2.
- 3.

Senate Meeting -9/01/21

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 5/05/21 (7/7 members in attendance)

1. Biology
 - Bio 312-Change in prerequisites/corequisites
 - Bio 311 Change prerequisites/corequisites
 - BIO 173 Change in hours, title, notes
2. English Department
 - ENG 308-Change in description, prerequisites
3. Health Sciences Department
 - HSA 471-Change in description, hours, credits, prerequisites
 - REC 400-New course
 - REC 471-Change in prerequisites, description-
 - Therapeutic Recreation B.S.-Change in degree requirements, credits
4. Music, Multimedia, Theatre and Dance Department
 - Multimedia Performing Arts BFA-Degree requirements
 - Dance BA-Degree requirements
 - Theatre BA-Degree requirements
 - Somatic Studies and Wellness Minor-Change in name, title
 - DNC 207-New Course
 - DNC 208-New Course
 - DNC 210-New Course
 - DNC 240- New Course
 - DNC 251- New Course
 - DNC 261- New Course
 - DNC 317-New course
 - DNC 318-New course
 - DNC 332-New course
 - DNC 356-New course

- DNC 366-New course
- DNC 460-New course
- DNC 121-Description, title
- DNC 209-Description, title
- DNC 211-Description, hours, liberal arts designation, title
- DNC 213-Description, title
- DNC (THE) 230-Title, description, hours
- DNC 311-Description, prerequisites, hours, liberal arts designation, title
- DNC 313-Description, prerequisites, title
- DNC (THE) 330-Title, description
- DNC 322-Title
- DNC 345-Hours
- THE 200-Description, title
- THE 204-Description, title, prerequisites
- THE 235-Description
- DNC/THE 306-Description, title, prerequisite
- DNC/THE 314-Description, prerequisites, title
- DNC/THE 4950-Credits, number
- DNC 252-Course withdrawal
- DNC 352-Course withdrawal
- DNC 362-Course withdrawal

Next meeting:, 10/06/21 p.m., via Zoom

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *prerequisite*

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 312
Course Title	Parasitology Laboratory
Description	Microscopic identification of life cycle stages of parasites. Diagnostic testing of animal parasites covered in BIO 311.
Pre/ Co Requisites	BIO 166 and BIO 167 PRE OR COREQ: BIO 311
Credits	2
Hours	4 (lab)
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:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 312
Course Title	Parasitology Laboratory
Description	Microscopic identification of life cycle stages of parasites. Diagnostic testing of animal parasites covered in BIO 311
Pre/ Co Requisites	PREREQ: BIO 166 and BIO 167, <u>and one BIO course at the 200 level or above, COREQ: BIO 311</u>
Credits	2
Hours	4 (lab)
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 will prevent students from taking the BIO 311 lecture without BIO 312 lab. The laboratory exercises covered in BIO 312 reinforce the concepts learned in BIO 311 lecture. Therefore, it is important that students register for both the lecture and the lab in one semester when both courses are offered.

5. **Date of departmental approval:** April 14, 2021

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *prerequisite/co-requisite*

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 311
Course Title	Parasitology
Description	The study of parasitic organisms, their life cycles, the diseases they cause, and the treatments of these diseases in humans.
Pre/ Co Requisites	BIO 166 and BIO 167 and one BIO course at 200 level or above (NOT BIO 230).
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:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 311
Course Title	Parasitology
Description	The study of parasitic organisms, their life cycles, the diseases they cause, and the treatments of these diseases in humans.
Pre/ Co Requisites	PREREQ: BIO 166 and BIO 167 and one BIO course at 200 level or above, <u>COREQ: BIO 312</u>
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 will prevent students from taking the BIO 311 lecture without BIO 312 lab. The laboratory exercises covered in BIO 312 reinforce the concepts learned in BIO 311 lecture. Therefore, it is important that students register for both the lecture and the lab in one semester when both courses are offered.

5. Date of departmental approval: April 14, 2021

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course hours, title, notes*

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 173
Course Title	Human Biology of Systems
Description	<p>Survey of the structure and function of the human body with emphasis on concepts and current issues in human biology.</p> <p>Note 1: The one hour lecture will build on assigned study of online materials such as videotexts /pod casts and similar media over the internet.</p> <p>Note 2: Cannot be used to satisfy the biology requirement for any major or program that requires a biology course.</p>
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	<p><input type="checkbox"/> Not Applicable</p> <p><input checked="" type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input checked="" type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p> <p><input type="checkbox"/> US Experience in its Diversity</p>

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

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 173
Course Title	Concepts of Human Biology
Description	<p>Survey of the structure and function of the human body with emphasis on concepts and current issues in human biology.</p> <p>Note: Cannot be used to satisfy the biology requirement for any major or program that requires a biology course.</p>
Pre/ Co Requisites	NA
Credits	3
Hours	4 hours (2, lecture; 2, lab)
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 checked="" type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

To enhance learning, the department wants to increase the lecture hours from 1 to 2. The additional time would be used to engage students in discussion of lecture material or the lab exercises. Showing the lab hours would clarify that the course includes a lab component. The proposed change does not affect achievement of the Pathways learning objectives.

5. **Date of departmental approval:** April 14, 2021

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description; (Pre)Requisites

2. **From:**

Department(s)	English
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	English
Course Prefix & Number	ENG 308
Course Title	American Literature
Description	American literature to the modern era, emphasizing major writers. The course will deal with such ideas as the frontier, the "promised" land, the rise from rags to riches, the importance of self-reliance, and the love-hate relationship of the races. Readings may include such authors as Franklin, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, James, Frost, Hemingway, Fitzgerald, Faulkner, O'Neill, and Ellison.
Pre/ Co Requisites	ENG 120/ 121, department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:** Underline the changes

Department(s)	English
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	English
Course Prefix & Number	ENG 308
Course Title	American Literature
Description	<u>Multi-cultural literature written in the United States and the Americas more broadly, from Native American oral texts to the present.</u>
Pre/ Co Requisites	ENG 121 or department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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):**

Course description change reflects the multiethnic nature of American Literature moving away from near exclusive focus on Anglo-American canonical writers to instead emphasize the racial and ethnic diversity of US writings.

English will be removing “Department permission” from most major courses/electives (via upcoming curriculum changes expected in Fall 2021). This proposal anticipates that change.

This proposal was supposed to have been included in the English Department’s Fall 2020 curriculum overhaul, but somehow got lost in the mix, which explains its original approval date (September 2020) and its current date of submission (April 2021).

5. **Date of departmental approval:** September 18, 2020

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HEALTH SERVICES ADMINISTRATION
Course Prefix & Number	HSA 471
Course Title	Administrative Skills in Health Services Organizations II
Description	Onsite administrative practice with a preceptor, focusing on the development of specific, role-related technical and professional skills necessary for effective health care services management, accompanied by a weekly seminar relating field experience to organizational problem solving and effective management of organizational dynamics.
Pre/ Co Requisites	PREREQUISITE: Departmental Permission
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	HEALTH SERVICES ADMINISTRATION
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	HEALTH SERVICES ADMINISTRATION
Course Prefix & Number	HSA 471
Course Title	Health Services <u>Administration Internship</u>
Description	Onsite administrative practice with a preceptor, focusing on the development <u>and application</u> of specific, role-related technical and professional skills necessary for effective health care services management.
Pre/ Co Requisites	Pre-requisite: <u>HSA 470</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

To align HSA 471 with the other health science internships, the field work and seminar of the 130-hour internship needs to be divided into two different courses taken in succession: HSA 470 for the weekly seminar and HSA 471 for the 130-hour fieldwork. The change will improve course alignment for the department and help students in securing and succeeding in their internship. The change will improve learning outcomes for students as they understand and differentiate between learning outcomes of their fieldwork compared to the learning outcomes of their seminar. Spreading the requirement over the students' final two semesters will also help students meet their degree requirements in a timely fashion.

HSA 471 is an active course, however, it is missing from the undergraduate bulletin. This is being remedied.

5. Date of departmental approval: 4/7/2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REC 400
Course Title	Pre-Internship Seminar
Description	<p>This course prepares students for the REC 471 Therapeutic Recreation Internship. Topics for the seminar include but not limited to the following: Internship site selection, application preparation, interviewing skills, and other professional and ethical issues.</p> <p>Note: Students should register for REC 400 in the semester immediately before they plan to begin their internship (REC 471)</p>
Pre/ Co Requisites	Corequisite: REC 421
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

3. **Rationale:**

Based on our experience, we found that students are not trained to find suitable internship sites and to have an interview with supervisors before taking the internship, and students will benefit from structured mentoring and instruction. Moreover, given that students would work with patients in the clinical settings, important professional and ethical issues should be discussed before taking the internship (REC 471). While other Recreational Therapy programs with more structured cohorts of full-time students may offer this instruction as part of a senior course, our program is more flexible and some students take the senior course concurrent with their internship. Therefore, the proposed course will make our program instruction comparable to the preparation that other TR programs provide and will help to prepare students to make the transition as smooth as possible from student to professional in therapeutic recreation internship sites.

4. **Date of departmental approval:** 4/7/2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Pre-requisites, Description, credits, hours

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REC 471
Course Title	Therapeutic Recreation Internship
Description	Supervised placement in a therapeutic recreation setting under the supervision of a Certified Therapeutic Recreation Specialist in which the student will receive advanced training in therapeutic recreation.
Pre/ Co Requisites	PREREQ OR COREQ: REC 370
Credits	5
Hours	24 field hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REC 471
Course Title	Therapeutic Recreation Internship
Description	<p><u>Supervised placement in a therapeutic recreation setting under the supervision of a Certified Therapeutic Recreation Specialist in which the student will receive advanced training in therapeutic recreation. (Therapeutic Recreation students are required to complete a 560-hour internship under the supervision of a CTRS at an approved agency. Students must be registered for at least 1 credit hour of REC 471 each semester they are completing internship hours)</u></p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1) <u>Students who work as a full-time intern working 40 hours a week have to register 9 credits</u> 2) <u>Students who work as a part-time intern working less than 40 hours a week can repeat REC 471 up to three semesters for a maximum of 9 credit hours.</u> 3) <u>Students are strongly recommended to complete supportive courses, HIN 268, BIO 181, PSY 166, and PSY 234 before enrolling REC 471.</u>
Pre/ Co Requisites	<u>Prerequisite: REC 400</u>
Credits	<u>1-9</u>
Hours	1-9
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing)	NA

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

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

Therapeutic Recreation requires a minimum 560 hours in one internship site. As a result, full-time intern students enroll both REC 370 and REC 471 together in a semester. However, part-time intern students enroll REC 370 in a semester and REC 471 in the other semester. This leads to confusion since the courses are not different in terms of students' learning outcomes. Therefore, we remove REC 370 and keep only REC 471 internship course (1-9 credits) as a requirement of the internship in the TR curriculum. Students who work as a part-time intern can repeat REC 471 up to three semesters for a maximum of 9 credit hours. Moreover, the course description of REC 471 based on this change will give a clear direction for TR students.

5. **Date of departmental approval:** 4/7/2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Therapeutic Recreation, B.S.

Hegis Number: 2199

Program Code: 34565

Effective Term: Spring 2022

1. **Type of Change**: Change in degree requirement, credits

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

Therapeutic Recreation, B.S. (52 Credit Major)

The required courses and credits are distributed as follows (~~52~~ credits):

12 credits Recreation Education:

REC 200 History and philosophy of Recreation 3

REC 210 Recreation Leadership 3

REC 387 Research and Evaluation in Recreation Service 3

REC 302 Administration of Recreation Services 3

18 credits in Therapeutic Recreation:

REC 221 Introduction to Therapeutic Recreation Service 3

REC 322 Assessment in Therapeutic Recreation 3

REC 324 Therapeutic Recreation for Children and Youth 3

REC 325 Therapeutic Recreation in Long-Term Care 3

REC 421 Programs in Therapeutic Recreation Service 3

REC 425 Processes and Techniques of Therapeutic Recreation 3

9 credits in Recreation Internship:

~~REC 370 Recreation Internship~~

REC 471 Therapeutic Recreation Internship 5

13 credits in Supportive Coursework:

HIN 268 Growth and Development 3
BIO 181 Anatomy and Physiology 4
PSY 166 General Psychology 3
PSY 234 Abnormal Psychology 3

3. **To:** Underline the changes
Therapeutic Recreation, B.S. (53 Credit Major)

The required courses and credits are distributed as follows (53 credits):

12 credits Recreation Education:

REC 200 History and philosophy of Recreation 3
REC 210 Recreation Leadership 3
REC 387 Research and Evaluation in Recreation Service 3
REC 302 Administration of Recreation Services 3

18 credits in Therapeutic Recreation:

REC 221 Introduction to Therapeutic Recreation Service 3
REC 322 Assessment in Therapeutic Recreation 3
REC 324 Therapeutic Recreation for Children and Youth 3
REC 325 Therapeutic Recreation in Long-Term Care 3
REC 421 Programs in Therapeutic Recreation Service 3
REC 425 Processes and Techniques of Therapeutic Recreation 3

10 credits in Recreation Internship:

REC 400 Pre-Internship Seminar 1
REC 471 Therapeutic Recreation Internship 1-9

13 credits in Supportive Coursework:

HIN 268 Growth and Development 3
BIO 181 Anatomy and Physiology 4
PSY 166 General Psychology 3
PSY 234 Abnormal Psychology 3

4. **Rationale:**

Due to the new addition of REC 400, pre-internship seminar, it is necessary to add one more credit to the major credits required in Therapeutic Recreation, B.S. Therefore, the therapeutic recreation credits required will change from 52 credits to 53 credits.

5. **Date of departmental approval:** 4/7/2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Multimedia Performing Arts, B.F.A.

Hegis Number: 1008.00

Program Code: 02599

Effective Term: Spring 2022

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

2. **From:**

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

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

Core Requirements (25)

- 2 THE 205: Voice for the Stage
- 3 THE 208: Acting I
- 3 THE 235: Stagecraft
- 3 DNC (THE) 225 Tools for Digital Storytelling
- 3 DNC (THE) 220: Movement for Actors and Dancers
- 3 DNC (THE) 323: Improvisation
- 3 DNC (THE) 425: Devised Multimedia Performance
- 4 DNC (THE) 4950: Multimedia Performing Arts Project

2 credits selected from

THE 200: Theatre Workshop: Acting/Directing (1)

DNC 209: Dance Workshop (1)

2 credits (at least 1 credit which must be at the 300-level) selected from:

~~THE 201: Theatre Workshop: Scenery/Properties (1)~~

~~THE 202: Theatre Workshop: Costume/Wardrobe (1)~~

~~THE 203: Theatre Workshop: Lighting/Sound (1)~~

~~THE 204: Theatre Workshop: Stage Management (1)~~

~~DNC (THE) 306: Multimedia Production Workshop (1)~~

~~DNC (THE) 307: Multimedia Post-Production Workshop (1)~~

Dance Track (35 credits)

- 3 DNC 345: Choreography and Improvisation
- 3 DNC 420: Dance History
- 1 DNC 445: Advanced Student Performance Workshop

3 credits selected from:

- ~~DNC 252: World Dance Principles (3)~~
- ~~DNC 352: Special Topics in World Dance (3)~~

3 credits selected from:

- ~~DNC 322: Urban Dance I (3)~~
- ~~DNC 3210: Hip Hop (3)~~
- ~~DNC 422: Special Topics in Urban Dance (3)~~

4 credits selected from:

- ~~DNC 201: Ballet Principles I (2)~~
- ~~DNC 202: Ballet Principles II (2)~~
- ~~DNC 302: Intermediate Ballet (2)~~
- ~~DNC 303: Advanced Ballet (2)~~

6 credits selected from:

- ~~DNC 211: Modern Dance Principles I (3)~~
- ~~DNC 212: Modern Dance Principles II (3)~~
- ~~DNC 311: Intermediate Modern (3)~~
- ~~DNC 411: Advanced Modern Dance (3)~~

1 credit selected from:

- ~~DNC 204: Technique Workshop: Intermediate Ballet (1)~~
- ~~DNC 304: Technique Workshop: Advanced Ballet (1)~~
- ~~DNC 313: Technique Workshop: Intermediate-Modern Dance (1)~~
- ~~DNC 362: Technique Workshop: World (1)~~
- ~~DNC 412: Technique Workshop: Advanced Modern Dance (1)~~
- ~~DNC 4210: Technique Workshop: Urban Dance Forms (1)~~

Electives (44 credits) Selected in Consultation with an Advisor

- Any 200-, 300- or 400-level DNC (except DNC 235)
- Any 200-, 300- or 400-level THE (except THE 241)

Any of the following FTS courses:

- ~~FTS 215: Camera and Lighting (3)~~
- ~~FTS 224: Editing (3)~~
- ~~FTS 226: Audio Production (3)~~

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

Theatre Track (35 credits)

THE 211: Play Analysis (3)
THE 305: Advanced Voice for the Stage (2) THE 309: Digital Storytelling (3)
THE 326: History of Theatre I (3)
THE 331: Acting II (3)
THE 335: Directing I (3)
THE 344: Acting for the Camera (3)
THE 348: Performing Arts Management (3)

3 credits selected from:

THE 238: African American Theatre (3)
THE 243: Queer Theatre (3)
THE 327: History of Theatre II (3)
THE 443: Contemporary World Theatre (3)
DNC 420: Dance History (3)
THE 3280: History of Musical Theatre (3)

3 credits selected from:

THE 370: Theatre Internship (3)
THE 314: ~~Advanced Stage Management~~ (3)
THE 449: Working in the Performing Arts (3)
THE 492: Research Project (3)

Or

THE 4951 Honors Multimedia Performing Arts Project (3)

Electives (6 credits) Selected in Consultation with an Advisor

Any 200-, 300- or 400-level DNC (except DNC 235)
Any 200-, 300- or 400-level THE (except THE 241)

~~Any of the following FTS courses:~~

~~FTS 215: Camera and Lighting (3) FTS 224: Editing (3)
FTS 226: Audio Production (3)~~

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

3. To:

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

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

Core Requirements (26)

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

2 credits selected from

- THE 200: Theatre Department Production (1)
- DNC 209: Dance Department Production (1)

Dance Track (34 credits)

- 2 DNC (THE) 230 Body and Wellness I
- 3 DNC 345: Choreography and Improvisation
- 3 DNC 420: Dance History
- 1 DNC 445: Advanced Student Performance Workshop

3 credits selected from:

- DNC 251: West African and Diasporic Dance I (3)
- DNC 356: West African and Diasporic Dance II (3)

3 credits selected from:

- DNC 210: Hip Hop, House and Vogue I (3)
- DNC 322: Hip Hop, House and Vogue II (3)

3 credits selected from:

- DNC 211: Modern Dance/Ballet I (3)
- DNC 311: Modern Dance/Ballet II (3)

3 credits selected from:

- DNC 207: Special Topics in Latin Dance I (3)
- DNC 317: Special Topics in Latin Dance II (3)

1 credit selected from:

- DNC 261: Technique Workshop: West African and Diasporic Dance I (1)

DNC 366: Technique Workshop: West African and Diasporic Dance II (1)

1 credit selected from:

DNC 240: Technique Workshop: Hip Hop, House and Vogue I (1)

DNC 332: Technique Workshop: Hip Hop, House and Vogue II (1)

1 credit selected from:

DNC 213: Technique Workshop: Modern Dance/Ballet I (1)

DNC 313: Technique Workshop: Modern Dance/Ballet II (1)

1 credit selected from:

DNC 208: Technique Workshop: Latin Dance I (1)

DNC 318: Technique Workshop: Latin Dance II (1)

3 credits Selected from

DNC 314 Advanced Production and Design Workshop (3)

DNC 371 Internship

DNC 449 Working in the Performing Arts (3)

DNC 460 Advanced Technique Practicum (3)

Electives (6 credits) Selected in Consultation with an Advisor

Any 200-, 300- or 400-level DNC (except DNC 235 and 222)

Any 200-, 300- or 400-level THE (except THE 241)

Theatre Track (34 credits)

THE 211: Play Analysis (3)

THE 305: Advanced Voice for the Stage (2)

THE 309: Digital Storytelling (3)

THE 326: History of Theatre I (3)

THE 331: Acting II (3)

THE 335: Directing I (3)

THE 344: Acting for the Camera (3)

THE 348: Performing Arts Management (3)

3 credits selected from:

THE 238: African American Theatre (3)

THE 243: Queer Theatre (3)

THE 327: History of Theatre II (3)

THE 443: Contemporary World Theatre (3)

DNC 420: Dance History (3)

THE 3280: History of Musical Theatre (3)

3 credits selected from:

THE 370: Theatre Internship (3)

THE 314: Advanced Production and Design Workshop (3)

THE 449: Working in the Performing Arts (3)

THE 492: Research Project (3)

Electives (5 credits) Selected in Consultation with an Advisor

Any 200-, 300- or 400-level DNC (except DNC 235)

Any 200-, 300- or 400-level THE (except THE 241)

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

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

It was determined by the curriculum committee that too many students were unclear on the nature and purpose of THE 200 as a credit for being cast or being an assistant director on a given theatre production during a given semester. Therefore, the name of the course was changed to reflect that this was specifically a credit for being a part of a theatre production and the description makes it clear that you must be cast or assigned the assistant directing position before a student can be given permission to register for THE 200 credit. 2 credits are required in the major for THE 200/DNC 209.

It was determined by the theatre and dance curriculum committee in consultation with the workshop instructors that THE 235 Stage Craft should include all areas of scenography (including construction of scene, costume, lighting, multimedia and sound) and stage management.

It was also determined by the committee THE 204 Production Workshop 1 & THE/DNC 306 Production Workshop 2 would be introduced to replace the multiplicity of current workshops to provide more flexibility and streamlining these practicum courses so that all students are introduced to each area of scenography (including scene, costume, lighting, multimedia, and sound) and stage management through specific required design and management assignments for T&D program productions during the academic year.

It was determined by the curriculum committee for theatre and dance that THE 314 (former Advanced Stage Management) should be renamed and the course description should be expanded to include all areas of advanced work in the areas of theatrical design and stage management in order to give students more specialized "advanced" training in these production fields. These would include scenic, lighting, sound, multimedia, and costumes design, in addition to stage management opportunities for students who had skills and interests in pursuing this training at a more advanced level with a focus on one of these areas of expertise.

It was determined by the curriculum committee for theatre and dance that after soliciting feedback from students that DNC (THE) 4950 should be changed from being 1 credit as it is currently to 2 credits as it was determined that the workload for this course deserved more credit for the time students put into their final project toward graduation in the BFA. Because of this change we needed to remove 1 credit from the electives in the BFA in

order to keep the 60 credits needed to graduate in the major. We have created a new 3-digit course DNC (THE) 495 to replace four-digit DNC (THE) 4950.

The Dance Program is in the process of decolonizing our curriculum. To this end we have shifted the traditional emphasis on ballet and modern and created a technique sequence that more accurately reflects the cultures of the students we serve. Students will now take 4 credits in each of the following, modern dance/ballet, Latin dance, West African and diasporic dance and urban dance. As a Hispanic serving institution, it is important that our course offerings reflect our student body. In the past we have had multiple sections of modern and ballet and no Latin dance. We would like to change that balance by adding four new Latin dance classes. In addition, we are removing the courses that contain the phrase “world dance” since it is an outdated term that does not reflect the uniqueness of culturally specific dance forms. We have changed the course name for Urban Dance to Hip Hop House and Vogue in order to make the course more legible to students. With this name change, DNC 3210 is no longer necessary within the major.

We have adjusted some liberal arts designations to create consistency and more accurately reflect the nature of the courses. Majors will take a 3-credit class and then a 1-credit Technique Workshop in each of the forms. The 3-credit version includes research projects, presentations, tests and writing assignments along with the experiential learning of physical practice. In the 1-credit technique workshops, students are only engaged in practice and consequently those courses are not considered liberal arts. This sequence follows the same rationale that already existed for DNC 352 Special Topics in World Dance/DNC 362 Technique Workshop: World Dance and DNC 422 Special Topics in Urban Dance/DNC 4210 Technique Workshop: Urban Dance Forms. They are both currently 3-credit, 4-hour liberal arts courses with corresponding 1-credit, 4-hour non-liberal arts technique workshops. Separating the technique workshops into categories will clarify this progression and assure that students take the full sequence in each category.

We have removed the Lec/Lab designation for many of our courses because it was not an accurate reflection of how the classes are taught. Although the classes combine both lecture and experiential learning, we do not separate the two methods by time periods. Lecture and practice are woven together. The unnecessary lec/lab designation creates more work for the registrar when scheduling and is confusing to students.

We have also changed the Somatic Studies and Wellness minor to the Mind-Body Wellness minor, and the Somatics course titles to “Body and Wellness.” This will make the minor and course titles more legible to students. Many students do not know the term “somatics” and consequently aren’t as likely to select the minor or courses. We added DNC (THE) 230 to the MMPA BFA Dance Track because of the importance of health and wellness for all of our students.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

Hegis Number: 1008.00

Program Code: 02586

Effective Term: Spring 2022

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

2. **From:**

42-Credit Major in Dance, B.A.

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

~~Credits (42)~~

~~Core Requirements (39)~~

17 DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3);
DNC (THE) 230: ~~Somatics I~~ (2); DNC 345: Choreography and Improvisation (3);
DNC 420: Dance History (3); DNC 445: Advanced Student Performance Workshop
(1); DNC 451: Choreographic Workshop II (2)

3 credits selected from:

~~DNC 252: World Dance Principles (3)~~

~~DNC 352: Special Topics in World Dance (3)~~

3 credits selected from:

~~DNC 322: Urban Dance I (3)~~

~~DNC 3210: Hip Hop (3)~~

~~DNC 422: Special Topics in Urban Dance (3)~~

~~4 credits selected from:~~

~~DNC 201: Ballet Principles I (2)~~

~~DNC 202: Ballet Principles II (2)~~

~~DNC 302: Intermediate Ballet (2)~~

~~DNC 303: Advanced Ballet (2)~~

6-credits selected from:

DNC 211: Modern Dance Principles I (3)

~~DNC 212: Modern Dance Principles II (3)~~
~~DNC 311: Intermediate Modern (3)~~
~~DNC 411: Advanced Modern Dance (3)~~

4-credit selected from:

~~DNC 204: Technique Workshop: Intermediate Ballet (1)~~
~~DNC 304: Technique Workshop: Advanced Ballet (1)~~
DNC 313: Technique Workshop: Intermediate Modern Dance (1)
~~DNC 362: Technique Workshop: World (1)~~
~~DNC 412: Technique Workshop: Advanced Modern Dance (1)~~
~~DNC 4210: Technique Workshop: Urban Dance Forms (1)~~

2 credits selected from

~~THE 200: Theatre Workshop: Acting/Directing (1)~~
~~DNC 209: Dance Workshop (1)~~

2 credits selected from:

~~THE 201: Theatre Workshop: Scenery/Properties (1)~~
~~THE 202: Theatre Workshop: Costume/Wardrobe (1)~~
~~THE 203: Theatre Workshop: Lighting/Sound (1)~~
~~THE 204: Theatre Workshop: Stage Management (1)~~
~~DNC (THE) 306: Multimedia Production Workshop (1)~~
~~DNC (THE) 307: Multimedia Post-Production Workshop (1)~~

Electives (3)

3 Additional credits in Dance selected from DNC courses at the 200-level or above, or THE 348: Performing Arts Management (3)

*** DNC 235 Dance Perspectives cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives to fulfill general education requirements.*

3. To:

42-Credit Major in Dance, B.A.

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

19 THE 204 Production Workshop I (1) DNC (THE) 220: Movement for Actors and Dancers (3), THE 235 Stagecraft (3); DNC (THE) 230: Body and Wellness I (2); DNC (THE) 306 Production Workshop II (1); DNC 345: Choreography and Improvisation (3); DNC 420: Dance History (3); DNC 445: Advanced Student Performance Workshop (1); DNC 451: Choreographic Workshop II (2)

3 credits selected from:

DNC 251: West African and Diasporic Dance I (3)

DNC 356: West African and Diasporic Dance II (3)

3 credits selected from:

DNC 210: Hip Hop, House and Vogue I (3)

DNC 322: Hip Hop, House and Vogue II (3)

3 credits selected from:

DNC 211: Modern Dance/Ballet I (3)

DNC 311: Modern Dance/Ballet II (3)

3 credits selected from:

DNC 207: Special Topics in Latin Dance I (3)

DNC 317: Special Topics in Latin Dance II (3)

3 credits selected from:

DNC 261: Technique Workshop: West African and Diasporic Dance I (1)

DNC 366: Technique Workshop: West African and Diasporic Dance II (1)

DNC 240: Technique Workshop: Hip Hop, House and Vogue I (1)

DNC 332: Technique Workshop: Hip Hop, House and Vogue II (1)

DNC 213: Technique Workshop: Modern Dance/Ballet I (1)

DNC 313: Technique Workshop: Modern Dance/Ballet II (1)

DNC 208: Technique Workshop: Latin Dance I (1)

DNC 318: Technique Workshop: Latin Dance II (1)

3 credits selected from

DNC 314 Advanced Production and Design Workshop (3)

DNC 371 Internship

DNC 449 Working in the Performing Arts (3)

DNC 460 Advanced Technique Practicum (3)

2 credits selected from

THE 200: Theatre Departmental Production (1)

DNC 209: Dance Departmental Production (1)

Electives (3)

3 Additional credits in Dance selected from DNC courses at the 200-level or above, or THE 348: Performing Arts Management (3)

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

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

The Dance Program is in the process of decolonizing our curriculum. To this end we have shifted the traditional emphasis on ballet and modern and created a technique sequence

that more accurately reflects the cultures of the students we serve. Students will now take 3 credits in each of the following, modern dance/ballet, Latin dance, West African and diasporic dance and urban dance, as well as an additional 3 credits of 1-credit workshops in the techniques of their choice. As a Hispanic serving institution, it is important that our course offerings reflect our student body. In the past we have had multiple sections of modern and ballet and no Latin dance. We would like to change that balance by adding four new Latin dance classes. In addition, we are removing the courses that contain the phrase “world dance” since it is an outdated term that does not reflect the uniqueness of culturally specific dance forms. We have changed the course name for Urban Dance to Hip Hop House and Vogue in order to make the course more legible to students. With this name change, DNC 3210 is no longer necessary within the major.

We have adjusted some liberal arts designations to create consistency and more accurately reflect the nature of the courses. Majors will take a 3-credit class and then a 1-credit Technique Workshop to continue their physical training. The 3-credit version includes research projects, presentations, tests and writing assignments along with the experiential learning of physical practice. In the 1-credit technique workshops, students are only engaged in practice and consequently those courses are not considered liberal arts. This sequence follows the same rationale that already existed for DNC 352 Special Topics in World Dance/DNC 362 Technique Workshop: World Dance and DNC 422 Special Topics in Urban Dance/DNC 4210 Technique Workshop: Urban Dance Forms. They are both currently 3-credit, 4-hour liberal arts courses with corresponding 1-credit, 4-hour non-liberal arts technique workshops. Separating the technique workshops into categories will clarify this progression and assure that students take the full sequence in each category.

We have removed the Lec/Lab designation for many of our courses because it was not an accurate reflection of how the classes are taught. Although the classes combine both lecture and experiential learning, we do not separate the two methods by time periods. Lecture and practice are woven together. The unnecessary lec/lab designation creates more work for the registrar when scheduling and is confusing to students.

We have changed the Somatics course titles to “Body and Wellness.” This will make the course titles more legible to students.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

Hegis Number: 1007.00

Program Code: 02646

Effective Term: Fall 2021

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

2. **From:**

42 credit major in Theatre, B.A.

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

23 required core credits:

	Credits
THE 205 Voice for the Stage	2
THE 208 Acting I	3
THE 211 Play Analysis	3
THE 235 Stagecraft	3
THE 308 Playwriting	3
THE 326 History of the Theatre I	3
THE 327 History of The Theatre II	3
THE 348 Performing Arts Management	3

3 credits selected from:

	Credits
THE 370 Theatre Internship	3
THE 449 Working in the Performing Arts	3
THE 314 Advanced Stage Management	3

1 credit selected from:

		Credits
DNC 209	Dance Workshop	1
THE 200	Theatre Workshop: Acting/Directing	1

3 credits selected from:

		Credits
THE 201	Theatre Workshop: Scenery/Properties	1
THE 202	Theatre Workshop: Costume/Wardrobe	1
THE 203	Theatre Workshop: Lighting/Sound	1
THE 204	Theatre Workshop: Stage Management	1
THE (DNC) 306	Multimedia Production Workshop	1
THE (DNC) 307	Multimedia Post-Production Workshop	1

12 elective credits selected in consultation with a Theatre faculty advisor. Students choose either the Flexible Electives Option or the Liberal Arts Electives Option:

Flexible Electives Option: 12 credits, selected from:

200- 300- or 400-level THE courses

In the Flexible Electives Option, students can substitute up to 3 credits of DNC courses for 3 credits of THE.

At least 6 THE flexible elective credits must be at the 300-400 level.

THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.

Or:

Liberal Arts Electives Option: 12 credits, selected from:

		Credits
THE 238	African-American Theatre	3
THE 243	Queer Theatre	3
THE 3280	History of Musical Theatre	3
THE 332	Theatre Theory	3
THE 408	Advanced Playwriting Workshop	3
THE 439	Studies in the Greek and Roman Theatre	3
THE 440	Studies in Elizabethan and Jacobean Theatre	3
THE 442	Studies in Modern Theatre	3
THE 443	Contemporary World Theatre	3
THE 445	Studies in Restoration and 18 th Century Theatre	3

THE 454	Special Studies in Theatre (if the topic corresponds to the New York State Department of Education's definition of "liberal arts")	3
ENG 226	Shakespeare	3
ENG 312	Shakespeare	3
ENG 334	Drama	3
ENG 348	Western Traditions: Drama	3
DNC 420	Dance History	3

Note:

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

**3. To:
42 credit major in Theatre, B.A.**

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

25 required core credits:

<u>THE 204 Production Workshop I</u>	1
THE 205 Voice for the Stage	2
THE 208 Acting I	3
THE 211 Play Analysis	3
THE 235 Stagecraft	3
<u>THE 306 Production Workshop II</u>	1
THE 308 Playwriting	3
THE 326 History of the Theatre I	3
THE 327 History of The Theatre II	3
THE 348 Performing Arts Management	3

3 credits selected from:

	Credits
THE 370 Theatre Internship	3
THE 449 Working in the Performing Arts	3
THE 314 <u>Advanced Production and Design Workshop</u>	3

2 credits selected from:

		Credits
THE 200	Theatre <u>Department Production</u>	1
DNC 209	Dance <u>Department Production</u>	1

12 elective credits selected in consultation with a Theatre faculty advisor. Students choose either the Flexible Electives Option or the Liberal Arts Electives Option:

Flexible Electives Option: 12 credits, selected from:

200- 300- or 400-level THE courses

In the Flexible Electives Option, students can substitute up to 3 credits of DNC courses for 3 credits of THE.

At least 6 THE flexible elective credits must be at the 300-400 level.

THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.

Or:

Liberal Arts Electives Option: 12 credits, selected from:

		Credits
THE 238	African-American Theatre	3
THE 243	Queer Theatre	3
THE 3280	History of Musical Theatre	3
THE 332	Theatre Theory	3
THE 408	Advanced Playwriting Workshop	3
THE 439	Studies in the Greek and Roman Theatre	3
THE 440	Studies in Elizabethan and Jacobean Theatre	3
THE 442	Studies in Modern Theatre	3
THE 443	Contemporary World Theatre	3
THE 445	Studies in Restoration and 18 th Century Theatre	3
THE 454	Special Studies in Theatre (if the topic corresponds to the New York State Department of Education's definition of "liberal arts")	3
ENG 226	Shakespeare	3
ENG 312	Shakespeare	3
ENG 334	Drama	3
ENG 348	Western Traditions: Drama	3
DNC 420	Dance History	3

Note:

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

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

It was determined by the curriculum committee that too many students were unclear on the nature and purpose of THE 200 as a credit for being cast or being an assistant director on a given theatre production during a given semester. Therefore the name of the course was changed to reflect that this was specifically a credit for being a part of a theatre production and the description makes it clear that you must be cast or assigned the assistant directing position before a student can be given permission to register for THE 200 credit. 2 credits are required in the major for THE 200/DNC 209.

It was determined by the theatre and dance curriculum committee in consultation with the workshop instructors that THE 235 Stage Craft should include all areas of scenography (including construction of scene, costume, lighting, multimedia and sound) and stage management.

It was also determined by the committee THE 204 Production Workshop 1 & THE/DNC 306 Production Workshop 2 would be introduced to replace the multiplicity of current workshops to provide more flexibility and streamlining these practicum courses so that all students are introduced to each area of scenography (including scene, costume, lighting, multimedia, and sound) and stage management through specific required design and management assignments for T&D program productions during the academic year.

It was determined by the curriculum committee for theatre and dance that THE 314 (former Advanced Stage Management) should be renamed and the course description should be expanded to include all areas of advanced work in the areas of theatrical design and stage management in order to give students more specialized “advanced” training in these production fields. These would include scenic, lighting, sound, multimedia, and costumes design, in addition to stage management opportunities for students who had skills and interests in pursuing this training at a more advanced level with a focus on one of these areas of expertise.

It was determined by the curriculum committee for theatre and dance that after soliciting feedback from students that THE 4950 should be changed from being 1 credit as it is currently to 2 credits as it was determined that the workload for this course deserved more credit for the time students put into their final project toward graduation in the BFA. Because of this change we needed to remove 1 credit from the electives in the BFA in order to keep the 60 credits needed to graduate in the major. We have created a new 3-digit course DNC (THE) 495 to replace four-digit DNC (THE) 4950.

5. Date of departmental approval: March 5, 2021

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

CURRICULUM CHANGE

Name of Program and Degree Award: Somatic Studies and Wellness, Minor
Effective Term: Spring 2022

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

2. **From:**
~~Somatic Studies and Wellness~~ minor

The 12-credit Minor in ~~Somatic Studies~~ consists of four courses, plus 2 elective credits in dance. It addresses philosophies and techniques related to the mind-body connection.

DNC 222: Body in Society (3 credits)
DNC 230: ~~Somatics~~ I (2 credits)
DNC 330: ~~Somatics~~ II (2 credits)
DNC 340: Mind Body Connection (3 credits)
Two additional credits in Dance

3. **To:**
Mind-Body Wellness minor

The 12-credit Minor in Mind-Body Wellness consists of four courses, plus 2 elective credits in dance. It addresses philosophies and techniques related to the mind-body connection.

DNC 222: Body in Society (3 credits)
DNC (THE) 230: Body and Wellness I (2 credits)
DNC (THE) 330: Body and Wellness II (2 credits)
DNC 340: Mind Body Connection (3 credits)
Two additional credits in Dance

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

The change in name for the major and DNC 230 and DNC 330 is to make the offerings more legible for students. Many of them don't know the term somatics. We will introduce them to that term in the class but would prefer that the name be more accessible when students are looking through the catalogue. The addition of (THE) sections is to reflect the THE cross-listed course.

5. **Date of departmental approval:** March 5, 2021

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

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 207
Course Title	Special Topics in Latin Dance I
Description	Research, analysis and practice of the fundamentals of Latin dance techniques.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

As a Hispanic serving institution, it is important that our course offerings reflect our student

body. In the past we have had multiple sections of modern and ballet and no Latin dance. We would like to change that balance by including more Latin dance classes. The designation of liberal arts reflects a revised approach to our technique classes. First students take a 3-credit version of a particular dance technique then later they take a 1-credit version. The 3-credit class includes multiple research projects, presentations, tests and writing assignments along with the experiential learning of physical practice. In the 1-credit Technique Workshops students are only engaged in practice and consequently those courses are not considered liberal arts.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal I Demonstrate critical thinking about dance from historical, global, and diverse perspectives.

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to Latin dance styles

Develop movement vocabulary within Latin dance styles

Improvise within Latin dance styles

Generate choreography within Latin dance styles

5. **Date of Departmental Approval:** March 5, 2021

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

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 208
Course Title	Technique Workshop Latin Dance I
Description	Practice of the fundamentals of Latin dance techniques.
Pre/ Co Requisites	DNC 207 or departmental permission
Credits	1
Hours	4 (may be repeated for up to 2 credits)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

As a Hispanic serving institution, it is important that our course offerings reflect our student

body. In the past we have had multiple sections of modern and ballet and no Latin dance. We would like to change that balance by including more Latin dance classes. This class serves as the 1-credit technique workshop associated with DNC 207.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to Latin dance styles

Develop movement vocabulary within Latin dance styles

Improvise within Latin dance styles

Generate choreography within Latin dance styles

5. **Date of Departmental Approval:** March 5, 2021

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

CURRICULUM CHANGE

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

2. **To:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 210
Course Title	Hip Hop, House and Vogue I
Description	Introductory-level research, analysis and practice of hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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 (Explain how this change will impact the learning outcomes of the department and Major/Program):

In each of our technique categories we offer a 200-level, a 300-level and two workshops. This addition of DNC 210 will be the 200-level version of Urban Dance Forms, renamed Hip Hop House and Vogue. .

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 1 Demonstrate critical thinking about dance from historical, global, and diverse perspectives.

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to hip hop, house and vogue dance styles

Develop movement vocabulary within hip hop, house and vogue dance styles

Improvise within hip hop, house and vogue dance styles

Generate choreography within hip hop, house and vogue dance styles

5. Date of Departmental Approval: March 5, 2021

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 240
Course Title	Technique Workshop: Hip Hop, House and Vogue I
Description	Beginning-level practice of hip hop, house and vogue.
Pre/ Co Requisites	DNC 210 or Departmental permission
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

In an effort to decolonize our curriculum, we have added an additional level of urban

dance. Each 4-hour, 3-credit dance class has a 4-hour, 1-credit component. In the 3-credit version, students have outside work including presentations, papers and readings. The 1-credit version is so that they can continue to develop their physical technique. It is imperative that students continue to dance in order to keep up/improve upon the skills that they acquired in the full credit version of the class. The addition of DNC 240 Technique Workshop in Urban Dance would fulfill this requirement within the major.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to hip hop, house and vogue

Develop movement vocabulary within urban dance styles

Improvise within urban dance styles

Generate choreography within urban dance styles

5. **Date of Departmental Approval:** March 5, 2021

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

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 251
Course Title	West African and Diasporic Dance I
Description	Beginning-level research, analysis and practice of West African and Diasporic dance forms.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

In the past we have taught our Afro-Caribbean dance classes under the name World Dance. Rather than a survey course that lumps dance categories together we would like to shift to a more accurate system for naming our classes. This new course will allow us to offer West African and Diasporic Dance under a more appropriate name.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to West African and diasporic dance forms

Develop movement vocabulary within West African and diasporic dance forms.

Improvise within West African and diasporic dance forms

Generate choreography within West African and diasporic dance forms

5. Date of Departmental Approval: March 5, 2021

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

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 261
Course Title	Technique Workshop: West African and Diasporic Dance I
Description	Beginning-level practice of West African and Diasporic dance forms.
Pre/ Co Requisites	DNC 251
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Each 4-hour, 3-credit dance class has a 4-hour, 1-credit component. In the 3-credit

version, students have outside work including presentations, papers and readings. The 1-credit version is so that they can continue to develop their physical technique. It is imperative that students continue to dance in order to keep up/improve upon the skills that they acquired in the full credit version of the class. The addition of DNC 261 would be the paring for DNC 251 West African and Diasporic Dance I.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to West African and diasporic dance forms

Develop movement vocabulary within West African and diasporic dance forms.

Improvise within West African and diasporic dance forms

Generate choreography within West African and diasporic dance forms

5. Date of Departmental Approval: March 5, 2021

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

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 317
Course Title	Special Topics in Latin Dance II
Description	Intermediate-level research, analysis and practice of Latin dance techniques.
Pre/ Co Requisites	Prerequisite DNC 207 or departmental permission
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:

As a Hispanic serving institution, it is important that our course offerings reflect our student body. In the past we have had multiple sections of modern and ballet and no Latin dance. We would like to change that balance by including more Latin dance classes. The designation of liberal arts reflects a revised approach to our technique classes. First students take a 3-credit version of a particular dance technique then later they take a 1-credit version. The 3-credit class includes multiple research projects, presentations, tests and writing assignments along with the experiential learning of physical practice. In the 1-credit Technique Workshops students are only engaged in practice and consequently those courses are not considered liberal arts.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal I Demonstrate critical thinking about dance from historical, global, and diverse perspectives.

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to Latin dance styles

Develop movement vocabulary within Latin dance styles

Improvise within Latin dance styles

Generate choreography within Latin dance styles

5. Date of Departmental Approval: March 5, 2021

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

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 318
Course Title	Technique Workshop: Latin Dance II
Description	Intermediate-level practice of Latin dance techniques.
Pre/ Co Requisites	207 or 317
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

As a Hispanic serving institution, it is important that our course offerings reflect our student body. In the past we have had multiple sections of modern and ballet and no Latin dance.

We would like to change that balance by including more Latin dance classes. DNC 318 would function as the 1-credit version for the 3-credit DNC 317 .

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to Latin dance styles

Develop movement vocabulary within Latin dance styles

Improvise within Latin dance styles

Generate choreography within Latin dance styles

5. **Date of Departmental Approval:** March 5, 2021

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

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 332
Course Title	Technique Workshop: Hip Hop, House and Vogue II
Description	Intermediate-level practice of hip hop, house, and vogue.
Pre/ Co Requisites	DNC 210 or 322
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

In an effort to decolonize our curriculum, we have added an additional level of urban

dance. Each 4-hour, 3-credit dance class has a 4-hour, 1-credit component. In the 3-credit version, students have outside work including presentations, papers and readings. The 1-credit version is so that they can continue to develop their physical technique. It is imperative that students continue to dance in order to keep up/improve upon the skills that they acquired in the full credit version of the class. The addition of DNC 332 Technique Workshop in Urban Dance II would fulfill this requirement within the major.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to hip hop, house and vogue

Develop movement vocabulary within urban dance styles

Improvise within urban dance styles

Generate choreography within urban dance styles

5. **Date of Departmental Approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 356
Course Title	West African and Diasporic Dance II
Description	Intermediate-level research, analysis and practice of West African and Diasporic dance forms.
Pre/ Co Requisites	DNC 251 or departmental permission
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

In the past we have taught our Afro-Caribbean dance classes under the name World Dance. Rather than a survey course that lumps dance categories together we would like to shift to a more accurate system for naming our classes. This new course will allow us to offer West African and Diasporic Dance under a more appropriate name.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to West African and diasporic dance forms

Develop movement vocabulary within West African and diasporic dance forms.

Improvise within West African and diasporic dance forms

Generate choreography within West African and diasporic dance forms

5. Date of Departmental Approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 366
Course Title	Technique Workshop: West African and Diasporic Dance II
Description	Intermediate-level practice of West African and Diasporic dance forms.
Pre/ Co Requisites	DNC 251 or 356
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

Each 4-hour, 3-credit dance class has a 4-hour, 1-credit component. In the 3-credit version, students have outside work including presentations, papers and readings. The 1-credit version is so that they can continue to develop their physical technique. It is imperative that students continue to dance in order to keep up/improve upon the skills that they acquired in the full credit version of the class. The addition of DNC 366 would be the pairing for DNC 356 West African and Diasporic Dance II.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Perform basic steps common to West African and diasporic dance forms

Develop movement vocabulary within West African and diasporic dance forms.

Improvise within West African and diasporic dance forms

Generate choreography within West African and diasporic dance forms

5. **Date of Departmental Approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 460
Course Title	Advanced Technique Practicum
Description	An intensive technique class sequence at a partner professional dance training center for dance majors in their senior year. <u>NOTE: Open only to majors in Dance BA or Multimedia Performing Arts BFA: Dance Track</u>
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:

This course will allow students to further their technical training and pursue the style of dance they are most interested in. It will round out our curriculum and expose students to additional dance and teaching styles. It will give students contacts, create exposure for Lehman and help students to make the transition to the professional world. The course is designed to give students the experience of conservatory style training by allowing them to take between 5 and 10 technique classes a week.

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

The addition of this course would contribute to the realization of the following program goals and outcomes

Goal 1 Demonstrate critical thinking about dance from historical, global, and diverse perspectives.

Goal 2

Demonstrate skill in physical technique.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Class outcomes include:

Create professional contacts

Perform in selected dance styles at the pre-professional level

5. Date of Departmental Approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 121
Course Title	Beginning and Ethnic Jazz Dance
Description	Study of beginning multicultural dance techniques.
Pre/ Co Requisites	NA
Credits	1
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Music, Multimedia, Theatre, and Dance
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 121
Course Title	Beginning <u>Jazz</u> Dance
Description	Study of beginning <u>jazz</u> dance techniques.
Pre/ Co Requisites	NA
Credits	1
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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):

Ethnic dance is an outmoded term. This class is primarily used as an equivalent for jazz classes that transfer in. Beginning Jazz Dance is a more accurate and appropriate title for the course.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Course description, title and prerequisite*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 209
Course Title	Dance Workshop
Description	Practical application of principles and theories of dance through participation in Department-sponsored productions. Dance and Theatre faculty will supervise students working in a particular faculty member's area of expertise. Areas include management, design, construction and performance.
Pre/ Co Requisites	NA
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 209
Course Title	Dance <u>Departmental Production</u>
Description	<u>Practical application of principles and theories of dance NOTE:Requires participation in a Department-sponsored dance production. Audition required prior to registration</u>
Pre/ Co Requisites	<u>Departmental Permission</u>
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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):**

This name and description change will help clarify the nature of the course. Currently the course reads as something that is open to all students, however it is designed specifically to give credit to students who are cast in departmental dance productions.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Course description, hours, liberal arts, and title change*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 211
Course Title	Modern Dance Principles I
Description	Study of basic principles of alignment, movement and elementary techniques in modern dance.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4 (lecture/lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 211
Course Title	Modern Dance/ <u>Ballet I</u>
Description	<u>Research, analysis and practice of modern dance and ballet techniques.</u>
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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 Dance Program is in the process of decolonizing our curriculum. Traditionally ballet and modern have been emphasized over other dance forms. In this course we aim to teach the foundations of Western concert dance, ballet and modern, as a unit. This will leave additional space in our curriculum to include other dance forms. The change from non-liberal arts to liberal arts reflects a revised approach to our technique classes. First students take a 3-credit version of a particular dance technique then later they take a 1-credit technique workshop. The 3-credit class includes research projects, presentations, tests and writing assignments along with the experiential learning of physical practice. In the 1-credit technique workshops students are only engaged in practice and consequently those courses are not considered liberal arts. DNC 211 is listed as a lecture/lab course.

This designation is left over from a time when it was requested that certain kinds of classes be listed lecture/lab. The class is taught in an integrated manner and it is not necessary to separate the two sections. Removing the lecture/lab designation will more accurately reflect the nature of the class.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 213
Course Title	Technique Workshop: Modern Dance Principles
Description	Study of fundamental modern dance techniques.
Pre/ Co Requisites	NA
Credits	1 (can be repeated once)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 213
Course Title	Technique Workshop: Modern Dance/ <u>Ballet I</u>
Description	<u>Practice of fundamental ballet and modern dance techniques.</u>
Pre/ Co Requisites	<u>DNC 211</u>
Credits	1 (<u>may be repeated for up to 2 credits</u>)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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 Dance Program is in the process of decolonizing our curriculum. Traditionally ballet and modern have been emphasized over other dance forms. In this course we aim to teach the foundations of Western concert dance, ballet and modern, as a unit. This will leave additional space in our curriculum to include other dance forms. The change from “study” to “practice” is to indicate the difference between our 3-credit liberal arts sections and the 1-credit technique workshops. The change in language from “can be repeated once” to “may be repeated for up to 2 credits” is for consistency.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Title, description and hours*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance (Theatre)
Course Prefix & Number	DNC (THE) 230
Course Title	Somatics I
Description	The study and experience of anatomical and kinetic principles through the lens of different somatic techniques such as yoga, Alexander Technique, Feldenkrais Technique and Body Mind Centering.
Pre/ Co Requisites	NA
Credits	2
Hours	3 (lecture/lab)
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)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC (THE) 230
Course Title	<u>Body and Wellness I</u>
Description	<u>Beginning-level research, analysis and practice of breathing and movement techniques to improve well-being. Students will explore embodied learning through the lens of different somatic traditions</u>
Pre/ Co Requisites	NA
Credits	2
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 name change to Body and Wellness makes the course more legible to students. Many students do not know the term “somatics” and consequently aren’t as likely to select the course. The description change allows for a broader interpretation of somatic practice and opens the door to both western and non-western traditions. DNC (THE) 230 is currently listed as a lecture/lab course. The class is taught in an integrated manner and it is not necessary to separate the two sections. Removing the lecture/lab designation will more accurately reflect the nature of the class.

5. **Date of departmental approval:** March 5, 2021

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

CURRICULUM CHANGE

1. **Type of Change:** *Course description, prerequisite, hours, liberal arts, and title*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 311
Course Title	Intermediate -Modern Dance
Description	The study and analysis of the intermediate techniques of modern dance.
Pre/ Co Requisites	DNC 211 or DNC 212 or Departmental permission
Credits	3 (may be repeated for up to 6 credits)
Hours	4 (lecture/lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 311
Course Title	Modern Dance/ <u>Ballet II</u>
Description	<u>Research, analysis and practice</u> of intermediate techniques in modern dance/ballet
Pre/ Co Requisites	DNC 211 or Departmental permission
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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 Dance Program is in the process of decolonizing our curriculum. Traditionally ballet and modern have been emphasized over other dance forms. In this course we aim to teach the foundations of Western concert dance, ballet and modern, as a unit. This will leave additional space in our curriculum to include other dance forms. DNC 311 is listed as a lecture/lab course. This designation is left over from a time when it was requested that certain types of courses be listed as lecture/lab. The class is taught in an integrated manner and it is not necessary to separate the two sections. Removing the lecture/lab designation will more accurately reflect the nature of the class. The removal of DNC 212 as a prerequisite reflects the fact that we no longer plan to offer DNC 212 on a regular

basis. The change from non-liberal arts to liberal arts reflects a revised approach to our technique classes. First students take a 3-credit version of a particular dance technique then later they take a 1-credit version. The 3-credit class includes multiple research projects, presentations, tests and writing assignments along with the experiential learning of physical practice. In the 1-credit Technique Workshops students are only engaged in practice and consequently those courses are not considered liberal arts.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Course description, prerequisite and title*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 313
Course Title	Technique Workshop: Intermediate Modern Dance
Description	Intermediate study of modern dance techniques introduced in DNC 211.
Pre/ Co Requisites	DNC 211
Credits	1 (can be repeated once)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre, and Dance
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 313
Course Title	Technique Workshop: Modern Dance/ <u>Ballet II</u>
Description	Intermediate-level <u>practice of modern dance/ballet forms.</u>
Pre/ Co Requisites	DNC 211 <u>or 311</u>
Credits	1 (<u>may be repeated for up to 2 credits</u>)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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 Dance Program is in the process of decolonizing our curriculum. Traditionally ballet and modern have been emphasized over other dance forms. In this course we aim to teach the foundations of Western concert dance, ballet and modern, as a unit. This will leave additional space in our curriculum to include other dance forms. The change in prerequisite reflects the updated changes to course updates and sequencing. The change in language from “can be repeated once” to “may be repeated for up to 2 credits” is for consistency.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Title, description and prerequisite*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 330
Course Title	Somatics II
Description	Advanced study of anatomical and kinetic principles through the lens of different somatic techniques such as yoga, Alexander Technique, Feldenkrais Technique and Body Mind Centering.
Pre/ Co Requisites	Pre-requisite DNC(THE) 230 or DNC 211 or THE 208 or Departmental Consent
Credits	2
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)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 330
Course Title	<u>Body and Wellness II</u>
Description	<u>Advanced study and practice of breathing and movement techniques to improve well-being. Students will explore embodied learning through the lens of different somatic traditions.</u>
Pre/ Co Requisites	DNC (THE) 230 or departmental <u>permission</u>
Credits	2
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 name change to Body and Wellness makes the course more legible to students. Many students do not know the term “somatics” and consequently aren’t as likely to select the course. The description change allows for a broader interpretation of somatic practice and opens the door to both western and non-western traditions. The change in prerequisite will allow for more effective sequencing and a more uniform knowledge base for student in 330. The change in language from “consent” to “permission” is for consistency.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Title and prerequisite*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 322
Course Title	Urban Dance I
Description	Introductory-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 322
Course Title	<u>Hip Hop, House and Vogue II</u>
Description	Introductory-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	<u>DNC 210 or departmental permission</u>
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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 title will make the course more legible for students. The addition of the prerequisite will help students follow the appropriate sequence.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. Type of Change: Hours

2. From:

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 345
Course Title	Choreography and Improvisation
Description	The development of the creative process by means of improvisation and a variety of choreographic projects from the traditional to the experimental.
Pre/ Co Requisites	3 credits in DNC at the 200- or 300- level or Departmental permission.
Credits	3
Hours	4 (lecture/lab)
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)	Music Multimedia Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 345
Course Title	Choreography and Improvisation
Description	The development of the creative process by means of improvisation and a variety of choreographic projects from the traditional to the experimental.
Pre/ Co Requisites	3 credits in DNC at the 200- or 300- level or Departmental permission.
Credits	3
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):

DNC 345 is listed as a lecture/lab course. This designation is left over from a time when it was requested that we list 3-credit/4-hour courses as lecture/lab. The class is taught in an integrated manner and it is not necessary to separate the two sections. Removing the lecture/lab designation will more accurately reflect the nature of the class.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 200
Course Title	Theatre Workshop: Acting/Directing
Description	Practical application of principles and theories of theatre arts performance through participation in Department theatre productions. Includes acting, directing and assistant directing.
Pre/ Co Requisites	Departmental Permission
Credits	1 (can be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

Department(s)	Music Multimedia Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 200
Course Title	Theatre <u>Departmental Production</u>
Description	Practical application of principles and theories of theatre arts performance through participation in Department theatre productions. Includes acting, directing, and assistant directing. <u>NOTE: Must be cast in a theatre production as an actor or as an assistant director in order to be able to register.</u>
Pre/ Co Requisites	Departmental Permission
Credits	1 (can be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

It was determined by the curriculum committee that too many students were unclear on the nature and purpose of THE 200 as a credit for being cast or being an assistant director on a given theatre production during a given semester. Therefore the name of the course was changed to reflect that this was specifically a credit for being a part of a theatre production and the description makes it clear that you must be cast or assigned the assistant directing position before a student can be given permission to register for THE 200 credit. 2 credits are required in the major for THE 200/DNC 209.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 204
Course Title	Theatre Workshop: Stage Management
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes; stage management and assistant stage management. We talked about this being
Pre/ Co Requisites	A course in Theatre or Departmental permission.
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music Multimedia Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 204
Course Title	<u>Production Workshop I</u>
Description	<u>Practical application of principles and theories of performance arts production for live performance including scenery, lighting, costumes, sound, multimedia, and stage management, all students are expected to be on a run crew for the duration of a production.</u>
Pre/ Co Requisites	NA
Credits	1 (may be repeated for up to 2 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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):

It was determined by the committee that THE 204 Production Workshop 1 would be introduced to replace the multiplicity of current workshops (THE 201/202/203/204) to provide more flexibility and streamlining these practicum courses so that all students are introduced to each area of scenography (including scene, costume, lighting, multimedia,

and sound) and stage management through specific required design and management assignments for T&D program productions during the academic year.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Course description*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 235
Course Title	Stagecraft
Description	Stagecraft as a foundation for theatre production, including a survey of theatre construction backstage and onstage as well as its stage machinery. Experience in scenic construction, lighting methodology and costuming techniques. Introduction to maintenance and shop organization. Participation in department productions as assigned.
Pre/ Co Requisites	NA
Credits	3
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. To:

Department(s)	Music Multimedia Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 235
Course Title	Stagecraft
Description	Stagecraft as a foundation for theatre production, including a survey of <u>each area of scenography (including construction of scene, costume, lighting, multimedia and sound) and stage management.</u>
Pre/ Co Requisites	NA
Credits	3
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 learning outcomes of the department and Major/Program):

It was determined by the theatre and dance curriculum committee in consultation with the workshop instructors that THE 235 Stage Craft should include all areas of scenography (including construction of scene, costume, lighting, multimedia and sound) and stage management.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 306
Course Title	Multimedia Production Workshop
Description	Practical application of principles and theories of multimedia arts production through participation in Department multimedia projects.
Pre/ Co Requisites	FTS 215 or Departmental Permission
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre, and Dance
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 306
Course Title	<u>Production Workshop II</u>
Description	<u>Students will work on a departmental production in the areas of lighting, sound, costume, stage management, scenery and multimedia.</u>
Pre/ Co Requisites	<u>THE 204</u>
Credits	1 <u>(may be repeated for up to 2 credits)</u>
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <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/DNC 306 Production Workshop 2 would be introduced to replace the multiplicity of current workshops to provide more flexibility and streamlining these practicum courses so that all students are introduced to each area of scenography (including scene, costume, lighting, multimedia, and sound) and stage management through specific required design and management assignments for T&D program productions during the academic year.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Course description, prerequisite and title*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 314
Course Title	Advanced Stage Management
Description	Students will stage manage a departmental production.
Pre/ Co Requisites	THE 204 or departmental permission
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

Department(s)	Music, Multimedia, Theatre, and Dance
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 314
Course Title	<u>Advanced Production and Design Workshop</u>
Description	<u>Students will assist or participate in a Department multimedia project/production during the semester in an area of their choosing; scenery, lighting, costumes, sound, or stage management. This course is meant for advanced students in production and design.</u>
Pre/ Co Requisites	<u>THE 204 and THE 306 or departmental permission.</u>
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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 learning outcomes of the department and Major/Program):

It was determined by the curriculum committee for theatre and dance that DNC (THE) 314 (former Advanced Stage Management) should be renamed and the course description should be expanded to include all areas of advanced work in the areas of theatrical design and stage management in order to give students more specialized “advanced” training in these production fields. These would include scenic, lighting, sound, multimedia, and costumes design, in addition to stage management opportunities for students who had

skills and interests in pursuing this training at a more advanced level with a focus on one of these areas of expertise.

5. **Date of departmental approval:** March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Credit and number*

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 4950
Course Title	Multimedia Performing Arts Project
Description	Multimedia capstone project in performing arts
Pre/ Co Requisites	Departmental Permission
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance and Theatre
Course Prefix & Number	DNC (THE) 495
Course Title	Multimedia Performing Arts Project
Description	Multimedia capstone project in performing arts
Pre/ Co Requisites	Departmental Permission
Credits	<u>2</u>
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

It was determined by the curriculum committee for theatre and dance that after soliciting feedback from students that DNC (THE) 4950 should be changed from being 1 credit as it is currently to 2 credits as it was determined that the workload for this course deserved more credit for the time students put into their final project toward graduation in the BFA. Because of this change we needed to remove 1 credit from the electives in the BFA in order to keep the 60 credits needed to graduate in the major. The number change is to create more consistency in the curriculum by replacing 4-digit numbers with 3-digit numbers.

5. Date of departmental approval: March 5, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Course Withdrawals

2. **Description:**

DNC 252 - World Dance Principles. Analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango, as theatre art forms. Study and performance of sequences from different dance styles., 3 (can be repeated for up to 6 credits), 4 hours

DNC 352 - Advanced Topics in World Dance. Advanced study and analysis of a culturally-specific traditional dance form, such as African-American, African, flamenco, Indian, Native American, and tango as a theatre art form. Sequences from the selected dance style are studied and performed. Prereq: One DNC class or departmental permission., 3 (can be repeated for up to 6 credits), 4 hours

DNC 362 - Technique Workshop: World. Continued study of principles introduced in DNC 352, Prereq: DNC 352., 1 (can be repeated for up to 2 credits), 4 hours

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

World dance is an outdated term that does not reflect the uniqueness of culturally specific dance forms. We would like to withdraw these courses.

4. **Date of departmental approval:** March 5, 2021

Senate Meeting of September 1, 2021 Library, Technology and Telecommunications
Committee



Library Technology and Telecommunications Senate Committee Report

Library Report:

**** LIBRARY REOPENING**

With Lehman's campus reopening -- Library will be gradually reopening to College community with limited services.

Some highlights:

- Only Main floor is open with advance reservation on LibCal required. You will be contacted when entry is available on Q-less system.
- Please mask and maintain social distance.
- Services only available to Lehman community [students, faculty, staff]
- Please present Lehman ID [card or digital] upon entry
- Following services available: One Hour for study seat or computer session; 30-minute scanning session; 5-minute Book Pickup-Return. You will be prompted when session is expiring.
- Patrons must adhere to Library Access Guidelines – or compromise future entry privileges
- Library website prominently displays all Reopening information

LIBRARY READING

Library and Philosophy Department present Reading and Discussion of Naomi Zack's American Tragedy of COVID 19: Social and Political Crisis of 2020, Thursday, September 30th, 1:00 – 2:00 PM

Division of Information Technology

**** Hy-Flex Learning** has started at Lehman College. Hy-Flex learning employs the technology to provide choice for students where some class members can be in-person in the classroom and some online with a near classroom experience. Professor Sherry Deckman from the School of Education facilitated a demonstration of Hy-Flex attended by CUNY Chancellor Matos-Rodriguez on the first day of class with the President the Provost and some students who were very excited about Hy-Flex. Lehman has the Hy-flex Technology for 42-classrooms this semester. Going forward, 172 classrooms and 4 lecture halls on campus will be receiving a tech upgrade.

**** The IT Center** in Carman Hall is open for students at reduced capacity. The center can accommodate 49-students. Students must reserve with Libcal. Students may reserve one-hour blocks of time

Senate Meeting of September 1, 2021 Library, Technology and Telecommunications
Committee

** The Carman Café has been transformed to a study space which can accommodate 25-students who can take an on-line class in-between in person classes. There are study carrols and powerstips for devices. Lonare laptops and headsets are available for students wishing to attend on online classes.

** Students in need of technology may visit: [www,lehman.edu/coronaviris](http://www.lehman.edu/coronaviris) and complete a form to reserve a Chromebook or iPad. Students can also visit fcc.gov/broadbandbenefit to determine if their household is eligible for a \$50 reduction in wi-fi service.

Blackboard Report

** CUNY Bb will be undergoing an upgrade this December following the end of the semester. Bb will be upgraded to what is known as: Software As A Service (SaaS) Bb will be in the cloud.

** CUNY is investigating other Learning Management Systems-Systems like Blackboard. I (Stephen Castellano) am pleased to report to you that I have been selected to participate on a university-wide advisory committee on reviewing the proposals presented.

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee