

**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: Clinical Mental Health Counseling, MS  
Hegis Number: 2104.10  
Program Code: 42368  
Effective Term: Fall 2024

1. **Type of Change:** Change to program description; addition of distance education format

2. **From:**  
**Clinical Mental Health Counseling, MS**

**Overview**

Lehman College of the City University of New York offers a full-time, cohort-based, 60-credit, Master's degree program in Clinical Mental Health Counseling. Students will attend the program full-time, year-round for two years and upon completion, they will be eligible to pursue New York State licensure in Clinical Mental Health Counseling. The program is intended to prepare students to work in varied environments such as private practice, substance misuse counseling, not-for-profits, community-based organizations, business, government agencies, and healthcare. It will provide opportunities for high-quality, accessible, and affordable graduate education in mental health counseling for residents in the Bronx and surrounding areas.

The program provides a unique experience for the adult learner. Using a project-based learning framework, ~~students~~ will acquire the knowledge and skills essential for navigating the complexity of issues and systems impacting the emotional well-being of individuals, families, and communities. ~~Students~~ will choose an area of specialization and develop skills for promoting advocacy, leadership, and equity for social justice through a series of projects in specific courses. The program's multimodal pedagogical approach includes synchronous, asynchronous, and in-person instruction where ~~students~~ engage in varied experiences such as self-directed, experiential learning activities and clinical intensives.

**Program Plan**

~~The following is a listing by term of the courses that comprise the 60-credit CE: CMHC program, which can be completed in two years (24 months). The program is delivered on a full-year schedule.~~

Major Requirements - Admission Requirements:

**Type:** Completion requirement

1. A bachelor's degree from an accredited college or university.
2. A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
3. Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, counseling, technology, and skills in affirming culturally diverse clients. These letters should be from persons such as college or university faculty and community mental health agency personnel.
4. A current resume including: all degrees and GPAs, professional employment and counseling-related positions, service, languages, awards/honors, memberships.
5. A completed application, including ~~a 1,000-word essay~~ consisting of responses to questions found in the graduate admission on-line application for Counselor Education: Clinical Mental Health Counseling MS program.
6. Candidates who satisfy the preliminary admission requirements will be invited to a group interview and provide a writing assessment.
7. Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.

Major Requirements – Overall

**Type:** Completion requirement

**Earn at least 60 credits**

**Major Requirements – Required Courses**

**Type:** Completion requirement

Semester I: Fall

Complete ALL of the following Courses:

- EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
- EDG 701 - Counseling Theories and Techniques
- EDG 750 - Foundations of Mental Health Counseling
- EDG 751 - Psychopathology in Counseling

Semester II: Winter

Complete ALL of the following Courses:

- EDG 704 - Career Counseling

**Semester III: Spring**

**Complete ALL of the following Courses:**

- EDG 756 - Seminar 2: Cognitive Behavior Therapy
- EDG 703 - Human Development in Counseling
- EDG 705 - Group Counseling
- EDG 702 - Multicultural and Social Justice Counseling

**Semester IV: Summer**

**Complete ALL of the following Courses:**

- EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
- EDG 736 - Parenting within Diverse Family Structures
- EDG 752 - Clinical Assessment and Treatment Planning in Mental Health Counseling

**Semester V: Fall**

**Complete ALL of the following Courses:**

- EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.
- EDG 761 - Practicum in Clinical Mental Health Counseling
- EDG 708 - Counseling Research, Program Development, and Evaluation I
- EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

**Semester VI: Winter**

**Complete ALL of the following Courses:**

- EDG 731 - Sexuality Counseling in Schools and Families

**Semester VII: Spring**

**Complete ALL of the following Courses:**

- EDG 759 - Seminar 5: Dialectical Behavior Therapy.
- EDG 753 - Internship in Clinical Mental Health Counseling I
- EDG 738 - Brief Counseling of Children and Adolescents
- EDG 735 - Family Counseling and School/Community Partnerships

**Semester VIII: Summer**

**Complete ALL of the following Courses:**

- EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.
- EDG 754 - Internship in Clinical Mental Health Counseling II

- EDG 737 - Couples Counseling: Theories and Techniques

### 3. To:

#### **Counselor Education: Clinical Mental Health Counseling M.S. Program**

##### **Overview**

Lehman College of the City University of New York offers a full-time, cohort-based, 60-credit, Master's degree program in Counselor Education: Clinical Mental Health Counseling. Students will attend the program full-time, year-round for two years and upon completion, they will be eligible to pursue New York State licensure in Counselor Education: Clinical Mental Health Counseling. Graduates are eligible for a limited permit in New York State. The program is intended to prepare students to work in varied environments such as private practice, substance misuse counseling, not-for-profits, community-based organizations, business, government agencies, and healthcare. It will provide opportunities for high-quality, accessible, and affordable graduate education in mental health counseling for residents in the Bronx and surrounding areas.

The program provides a unique experience for the adult learner. Using a project-based learning framework, candidates will acquire the knowledge and skills essential for navigating the complexity of issues and systems impacting the emotional well-being of individuals, families, and communities. Candidates will choose an area of specialization and develop skills for promoting advocacy, leadership, and equity for social justice through a series of projects in specific courses. The program's multimodal pedagogical approach includes synchronous, asynchronous, and in-person instruction where candidates engage in varied experiences such as self-directed, experiential learning activities and clinical intensives.

ACCREDITATION: The program is aligned with the Council for the Accreditation of Counseling and Related Educational Programs ([www.cacrep.org](http://www.cacrep.org)) standards and readying a self-study to apply for CACREP accreditation.

##### **MISSION:**

The Lehman College Counselor Education program develops culturally affirming, ethical, caring, data-informed school and clinical mental health counselors with intersectional expertise in urban, economically and linguistically diverse settings. Counselor candidates promote social justice advocacy and leadership in their scholarly, clinical, assessment, evaluation, and counseling program implementation. School Counselors develop academic, social-emotional, and career/college competencies for all K-12 students to help close opportunity and attainment gaps. Clinical Mental Health Counselors develop social-emotional, career, and mental health competencies for individuals, groups, couples, and families of all ages and close affordability and access gaps. The Counselor Education program emphasizes collaboration, kindness, reflection,

self- and group- awareness, and mutual respect centering anti-racist and anti-oppression practices.

**PROGRAM OBJECTIVES:**

1. Candidates conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.

2. Candidates recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices.

3. Candidates integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.

4. Candidates employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.

5. Candidates demonstrate essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.

6. Candidates conceptualize and use theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.

7. Candidates use assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and will engage in standard procedures for reporting abuse or potential harm.

8. Candidates analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.

9. Candidates apply the etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders and identifying diagnosis.

10. Candidates apply knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements and HIPAA.

11. Candidates conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues.

**EMPLOYMENT :**

Graduates perform individual, group, couple, and family counseling in non-profit, government, community-based agencies, healthcare, substance misuse, employee assistance, business, college, and group or individual private practice settings.

**Major Requirements- Admission Requirements**

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CE:CMHC does not admit students for the spring term.)

1. A bachelor's degree from an accredited college or university.
2. A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
3. Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, counseling, technology, and skills in affirming culturally diverse clients. These letters should be from persons such as college or university faculty and community mental health agency personnel.
4. A current resume including: all degrees and GPAs, professional employment and counseling-related positions, service, languages, awards/honors, memberships.
5. A completed application, including two essays for a total of 1,100-words consisting of responses to questions found in the graduate admission on-line application for Counselor Education: Clinical Mental Health Counseling MS program.
6. Candidates who satisfy the preliminary admission requirements will be invited to an online group interview and provide a writing assessment.
7. Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.

**Major Requirements- Continuation Requirements**

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American Counseling Association for coverage during all practicum and internship experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

- 30 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 43 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 761, Practicum in Clinical Mental Health Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

Major Requirements – Overall

**Type:** Completion requirement

**Earn at least 60 credits**

Major Requirements – Required Courses

**Type:** Completion requirement

### **Program Plan**

The following is a listing by term of the courses that comprise the 60-credit CE: CMHC program, which is completed in two years (24 months). The program is delivered on a full-year schedule.

#### **Semester I: Fall**

**Complete ALL of the following Courses:**

- EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
- EDG 701 - Counseling Theories and Techniques
- EDG 750 - Foundations of Mental Health Counseling
- EDG 751 - Psychopathology in Counseling

#### **Semester II: Winter**

**Complete ALL of the following Courses:**

- EDG 704 - Career Counseling

#### **Semester III: Spring**

**Complete ALL of the following Courses:**

- EDG 756 - Seminar 2: Cognitive Behavior Therapy
- EDG 703 - Human Development in Counseling
- EDG 705 - Group Counseling
- EDG 702 - Multicultural and Social Justice Counseling

#### **Semester IV: Summer**

**Complete ALL of the following Courses:**

- EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
- EDG 736 - Parenting within Diverse Family Structures
- EDG 752 - Clinical Assessment and Treatment Planning in Mental Health Counseling

**Semester V: Fall**

**Complete ALL of the following Courses:**

- EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.
- EDG 761 - Practicum in Clinical Mental Health Counseling
- EDG 708 - Counseling Research, Program Development, and Evaluation I
- EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

**Semester VI: Winter**

**Complete ALL of the following Courses:**

- EDG 731 - Sexuality Counseling in Schools and Families

**Semester VII: Spring**

**Complete ALL of the following Courses:**

- EDG 759 - Seminar 5: Dialectical Behavior Therapy.
- EDG 753 - Internship in Clinical Mental Health Counseling I
- EDG 738 - Brief Counseling of Children and Adolescents
- EDG 735 - Family Counseling and School/Community Partnerships

**Semester VIII: Summer**

**Complete ALL of the following Courses:**

- EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.
- EDG 754 - Internship in Clinical Mental Health Counseling II
- EDG 737 - Couples Counseling: Theories and Techniques

Major Requirements – Required Courses

**Type:** Completion requirement

Students wishing to do so, may complete the degree program entirely online. Please see subplans One and Two listed below. The fully online option (subplan two) provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both subplans can be completed in approximately 2 years.



SUBPLAN ONE: Hybrid/Campus ProgramRequired Courses (total 60 credits):

<u>EDG 755 Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership</u>	<u>1</u>
<u>in Mental Health Counseling</u>	
<u>EDG 736 Parenting in Diverse Family Structures</u>	<u>3</u>
<u>EDG 750 Foundations of Mental Health Counseling</u>	<u>3</u>
<u>EDG 756 Seminar 2: Cognitive Behavior Therapy</u>	<u>1</u>
<u>EDG 701 Counseling Theories and Techniques</u>	<u>3</u>
<u>EDG 751 Psychopathology in Counseling</u>	<u>3</u>
<u>EDG 703 Human Development in Counseling</u>	<u>3</u>
<u>EDG 704 Career Counseling</u>	<u>3</u>
<u>EDG 757 Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental</u>	<u>1</u>
<u>Health Counseling</u>	
<u>EDG 705 Group Counseling</u>	<u>3</u>
<u>EDG 702 Multicultural and Social Justice Counseling</u>	<u>3</u>
<u>EDG 752 Clinical(s)Assessment and Treatment Planning in Mental Health</u>	<u>3</u>
<u>Counseling</u>	
<u>EDG 758 Seminar 4: Supervision and Consultation in Mental Health</u>	<u>1</u>
<u>Counseling</u>	
<u>EDG 761 Practicum in Clinical Mental Health Counseling</u>	<u>3</u>
<u>EDG 708 Counseling Research, Program Development, and Evaluation</u>	<u>3</u>
<u>EDG 759 Seminar 5: Dialectical Behavior Therapy</u>	<u>1</u>
<u>EDG 732 Crisis, Substance Misuse, and Trauma Counseling</u>	<u>3</u>
<u>EDG 753 Internship in Clinical Mental Health Counseling I</u>	<u>3</u>
<u>EDG 738 Brief Counseling of Children and Adolescents</u>	<u>3</u>
<u>EDG 731 Sexuality Counseling in Schools and Families</u>	<u>3</u>
<u>EDG 760 Seminar 6: The Business of Managing a Clinical Mental Health</u>	<u>1</u>
<u>Counseling Practice</u>	
<u>EDG 735 Family Counseling School/Community Partnerships</u>	<u>3</u>
<u>EDG 754 Internship in Clinical Mental Health Counseling II</u>	<u>3</u>
<u>EDG 737 Couples Counseling</u>	<u>3</u>

SUBPLAN TWO: Online ProgramRequired Courses (total 60/60 credits):

<u>EDG 755 Seminar 1: Anti-Racist, Anti-Oppression Advocacy and</u>	<u>1</u>
<u>Leadership in Mental Health Counseling</u>	
<u>EDG 736 Parenting in Diverse Family Structures</u>	<u>3</u>
<u>EDG 750 Foundations of Mental Health Counseling</u>	<u>3</u>
<u>EDG 756 Seminar 2: Cognitive Behavior Therapy</u>	<u>1</u>
<u>EDG 701 Counseling Theories and Techniques</u>	<u>3</u>
<u>EDG 751 Psychopathology in Counseling</u>	<u>3</u>
<u>EDG 703 Human Development in Counseling</u>	<u>3</u>

<u>EDG 704</u>	<u>Career Counseling</u>	<u>3</u>
<u>EDG 757</u>	<u>Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling</u>	<u>1</u>
<u>EDG 705</u>	<u>Group Counseling</u>	<u>3</u>
<u>EDG 702</u>	<u>Multicultural and Social Justice Counseling</u>	<u>3</u>
<u>EDG 752</u>	<u>Clinical(s) Assessment and Treatment Planning in Mental Health Counseling</u>	<u>3</u>
<u>EDG 758</u>	<u>Seminar 4: Supervision and Consultation in Mental Health Counseling</u>	<u>1</u>
<u>EDG 761</u>	<u>Practicum in Clinical Mental Health Counseling</u>	<u>3</u>
<u>EDG 708</u>	<u>Counseling Research, Program Development, and Evaluation</u>	<u>3</u>
<u>EDG 759</u>	<u>Seminar 5: Dialectical Behavior Therapy</u>	<u>1</u>
<u>EDG 732</u>	<u>Crisis, Substance Misuse, and Trauma Counseling</u>	<u>3</u>
<u>EDG 753</u>	<u>Internship in Clinical Mental Health Counseling I</u>	<u>3</u>
<u>EDG 738</u>	<u>Brief Counseling of Children and Adolescents</u>	<u>3</u>
<u>EDG 731</u>	<u>Sexuality Counseling in Schools and Families</u>	<u>3</u>
<u>EDG 760</u>	<u>Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice</u>	<u>1</u>
<u>EDG 735</u>	<u>Family Counseling School/Community Partnerships</u>	<u>3</u>
<u>EDG 754</u>	<u>Internship in Clinical Mental Health Counseling II</u>	<u>3</u>
<u>EDG 737</u>	<u>Couples Counseling</u>	<u>3</u>

#### 4. Rationale:

- The program title has been changed from Clinical Mental Health Counseling, MS to Counselor Education: Clinical Mental Health Counseling M.S. Program (60 Credits), as the the original NYSED approved program title is: Counselor Education: Clinical Mental Health Counseling M.S. Program. Thus will also ensure that students understand that this is an additional counselor education program, different from the current school counseling program.
- In order to emphasize that the program prepares students for licensure in the State of New York as this leads to career options as a clinical mental health counselor, and is a requirement to serve in this role, we have added this line in the program overview: "Graduates are eligible for a limited permit in New York State"
- Addition of online subplan: The additional distance learning program in CE:CMHC provides greater flexibility for our candidates who hold full-time positions, working in a school or other professional environment. The CE:CMHC online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. The curriculum for Lehman College's Online 60-credit MS in Counselor Education: Clinical Mental Health Counseling (CE:CMHC) does not differ from the on-campus program. The same course descriptions, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements apply to our online CE:CMHC program to ensure that this online program meets the same rigorous academic standards as our on-campus one. The mode of delivery differs, with the new

delivery format being mainly synchronous with asynchronous online learning options.

**5. Date of departmental approval: 02/07/2024**

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Literacy Studies, MSED

Hegis Number: 0830.00

Program Code: 25809

Effective Term: Spring 2025

1. **Type of Change**: Name of Registered Degree Program and description
2. **From**: ~~Strike through the changes~~

**Literacy Studies, MSED**

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

Admission Requirements

Type: Prerequisite

Earn a minimum Grade of B

- 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.

Certification

- An initial teaching certificate or qualify for initial certification within three semesters. (This may be waived in some circumstances at the discretion of the program coordinator.)

Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Masters Requirements-Master of Science in Education

Type: Completion requirement

Earn a minimum GPA of 3.0

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

Earn at least 36 credits

~~Masters Requirements-Professional Certification in Teaching Literacy Birth-6<sup>th</sup> Grade~~

**Type:** Completion requirement

Complete ALL of the following Courses

~~EDR 702 Language and Literacy Acquisition and Development of Children~~

~~EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education~~

~~EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education~~

EDR 765 Literacy in the Content Areas

~~EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education~~

EDR 767 Project Seminar: Research on Literacy I and II

~~EDR 752 Teaching Comprehension Strategies through Children's Literature for Diverse Learners in Early Childhood and Childhood Education~~

EDR 768 Project Seminar: Research on Literacy I and II

EDR 529 Language, Literacy, and Educational Technology

~~EDS 701 Understanding Individuals with Disabilities~~

EDR 605 Professional Writing for Educators

3. **To:** Underline the changes

### **Literacy Education, MSED**

The 33-credit Program in Literacy Education, registered in New York State, leads to a Master of Science in Education degree and a professional certification in Literacy Education (All Grades). The program provides a bridge between communities, families, and schools prepares students for professional engagement as practitioners in a culturally diverse educational system. Teachers develop a combined mastery of research, theory, and instructional practices, and articulate working visions of the future of literacy education.

Admission Requirements

Type: Prerequisite

Earn a minimum Grade of B

- 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.

#### Certification

- An initial teaching certificate or qualify for initial certification within three semesters (This requirement may be waived in some circumstances at the discretion of the program coordinator).

#### Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

#### Masters Requirements-Master of Science in Education

Type: Completion requirement

Earn a minimum GPA of 3.0

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

Earn at least 33 credits

Masters Requirements-Professional Certification in Literacy Education (All Grades)

**Type:** Completion requirement

Complete ALL of the following Courses

EDR 701 Language and Literacy Acquisition and Development Across the Lifespan

EDR 711 Instructional Approaches for Language and Literacy Development Across the Lifespan

EDR 721 Assessing and Evaluating Language and Literacy Development Across the Lifespan

EDR 765 Literacy in the Content Areas

EDR 743 Practicum in Literacy Assessment, Teaching, and Learning

EDR 767 Project Seminar: Research on Literacy I and II

EDR 751 Developing Literacy through Literature

EDR 768 Project Seminar: Research on Literacy I and II

EDR 529 Language, Literacy, and Educational Technology

EDR 605 Professional Writing for Educators

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

The New York State Board of Regents established the Literacy (All Grades) certificate effective September 28, 2022. The current program leading to professional certificate must be re-registered as a new certificate that permits individuals to teach literacy in pre-Kindergarten through grade 12 in New York State public schools. This modified program will also replace the Literacy Studies Grades 5-12 MSED program (program code: 25806), which will be eventually deactivated as the state confirmed as their process by email.

5. **Date of departmental approval:** 02/07/2024

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Literacy for Early Childhood and Childhood Education, Advanced Certificate

Hegis Number: 0830.00

Program Code: 41932

Effective Term: Spring 2025

1. **Type of Change**: Name of Registered Certificate Program and description

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

**Literacy for ~~Early Childhood and Childhood Education~~, Advanced Certificate**

**Overview**

~~This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Literacy birth-6 grades in NYS in addition to their base certificate. This program requires 12 credits in Literacy core content and 6 credits applying content and pedagogical knowledge in a clinical/ practicum experience.~~

**Requirements**

Certificate Requirements-Admission Requirements

**Type:** Prerequisite

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Certificate Requirements-Required Courses

Core Literacy Courses

Complete ALL of the following Courses:

~~EDR 702 Language and Literacy Acquisition and Development of Children~~



~~EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education~~

~~EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education~~

~~EDR 752 Teaching Comprehension Strategies through Children's Literature for Diverse Learners in Early Childhood and Childhood Education~~

Clinical/Practicum Experience

Complete ALL of the following Courses:

~~EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education~~

~~Prereq: EDR 702, EDR 712, EDR 722, EDR 752~~

3. **To:** Underline the changes

### **Literacy Education (All Grades), Advanced Certificate**

#### **Overview**

The Advanced Certificate Program in Literacy Education is designed for candidates who already possess a Master's degree and an initial or professional teaching certification in any subject area. This 18-credit Advanced Certificate program engages candidates in four courses that address literacy teaching and learning and one course applying content and pedagogical knowledge in a clinical/practicum experience. The program enables candidates to become certified to teach Literacy (All Grades) in New York State, in addition to their base certificate.

#### **Requirements**

Certificate Requirements-Admission Requirements

**Type:** Prerequisite

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Certificate Requirements-Required Courses

Core Literacy Courses

Complete ALL of the following Courses:

EDR 701 Language and Literacy Acquisition and Development Across the Lifespan

EDR 711 Instructional Approaches for Language and Literacy Development Across the Lifespan

EDR 721 Assessing and Evaluating Language and Literacy Development Across the Lifespan

EDR 751 Developing Literacy through Literature

Clinical/Practicum Experience

Complete ALL of the following Courses:

EDR 743 Practicum in Literacy Assessment, Teaching, and Learning

Prereq: EDR 701, EDR 721, EDR 711

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

The New York State Board of Regents established the Literacy (All Grades) certificate effective September 28, 2022. The current program leading to advanced certificate must be re-registered as a new certificate that permits individuals to teach literacy in pre-Kindergarten through grade 12 in New York State public schools. This modified program will also replace the Literacy Education Grades 5-12 Advanced Certificate program (program code: 41930), which will be eventually deactivated as the state confirmed as their process by email.

**5. Date of departmental approval: 02/07/2024**

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Special Education, Students with Disabilities – All Grades

Hegis Number: 0808.00

Program Code: **TBD**

Effective Term:

**1. Type of Change:** Registration of Special Education program to include certification for Students with Disabilities - All Grades as per NYSED requirements

**2. Description:**

**Overview**

The purpose of the Special Education Masters program, Students with Disabilities – All Grades is to prepare candidates who already hold a Bachelors degree in education or related fields for positions as special education teachers, and to fulfill the New York State licensure requirements for certification as a special education teacher. The program focuses on preparing teacher candidates for teaching in inclusive P-12 settings, providing an emphasis on accommodating the needs of all learner and providing access to high quality instruction in the general education curriculum for all learners. Additionally, the program prepares teacher candidates for teaching in self-contained special education settings, through differentiation for all students in order to meet individual educational needs, as per students' IEP (Individualized Educational Plan) or IFSP (Individualized Family Service Plan).

The program prepares teacher candidates for special education positions, as well as co-teaching opportunities, in urban schools and community based organizations with culturally and linguistically diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing special educators. The pedagogical content of the courses integrates current evidence-based pedagogical practices for diverse student populations with theory. Extensive field-based experiences, in collaboration and partnership with Bronx-based schools and community based organizations are a central component throughout this program. Candidates develop their skills and capacities as special educators through both school-based experiences with mentor teachers, college supervisors, educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The new special education program is committed to preparing teacher candidates who demonstrate understanding of students' varied social-emotional, instructional, and linguistic needs, a willingness to collaborate within the school team and community, and a conviction that all children can learn. The program is also aligned with the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators who are well prepared for teaching in diverse urban settings.

The program offers two subplans: Subplan one can be completed in the hybrid modality, while subplan two can be completed fully online. Both subplans have the identical program and completion requirements. The fully online option (subplan 2) provides greater flexibility for candidates while maintaining the same rigorous academic standards as the hybrid program (subplan 1). Both programs of study can be completed in approximately 3 years.

### **Special Education Students with Disabilities – All Grades Admission Requirements**

*Note: Students admitted every fall semester.*

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade point average of 3.0.
3. An essay outlining career goals.

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.

### **Special Education Students with Disabilities – All Grades Graduation Requirements**

- Complete a minimum of 36 graduate credits of study in Special Education
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Complete a New York State Approved Teacher Preparation Program:
- Must successfully complete a supervised student teaching or internship course with a grade of B or better, if seeking an institutional recommendation.
- Meet all state certification liberal arts and sciences requirements:
  - New York State certification requires specific credits in each of the following subjects: Social Studies, English, Math and Science.
- Take the New York State Teacher Certification Exams (NYSTCE)
  - For exams schedules, registration and other testing information please visit the NYSTCE at <http://www.nystce.nesinc.com/>
- Content Specialty Tests (CSTs)
  - The CSTs (except those for languages other than English) consist of multiple-choice questions and a written assignment. CSTs measure knowledge and skills in the content area of the candidate's field of certification.
  - Visit <http://www.nystce.nesinc.com/>. Refer to "Test Selection" for information about specific CST that you are required to take and pass.
- Complete the following mandated workshops
  - Child Abuse
  - School Violence
  - Autism (Only candidates who are applying for certification in Speech and Language Disabilities and Students with Disabilities)
  - Bullying and Discrimination Prevention and Intervention workshop
- All applicants must create a NYSED TEACH account to apply for certification. Visit the NYSED at <http://www.highered.nysed.gov/tcert/teach/> for more information.

### **Subplan ONE: Hybrid/Campus Program**

#### **Semester I (fall): (6 credits)**

EDS 701: Understanding Individuals with Disabilities (3)

EDS 791: Learners with Disabilities (3)

#### **Semester II (spring): (6 credits)**

EDS 792: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Learners with Disabilities (3)

EDS 793: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Learners with Disabilities (3)

#### **Semester III (fall) (6 credits)**

EDS 743: Behavior Assessment, Management, and Change (3)

EDS 794: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Learners with Disabilities (3)

#### **Semester IV (spring) (6 credits)**

EDS 741: Psycho-educational Evaluation of Children with Learning Problems (3)

EDS 795: Practicum in Assessment for Culturally and Linguistically Diverse Learners with Disabilities (3)

**Semester V (fall) (6 credits)**

EDS 715: Research in Special Education (3)

EDS 718: Culminating Masters' Project (3)

**Semester VI (spring) (6 credits)**

EDS 719: Supervised Student Teaching of Diverse Learners with Disabilities in Inclusive Specialized Settings (3)

EDS 720: Student Teaching Seminar (3)

*Program Requirements:*

**For registered programs with candidates who first enroll for the Spring 2025**

The combination of clinical experiences must:

- Meet or exceed the specific requirements for the Students with Disabilities (All Grades) certificate and,
- Address the full range of student developmental levels, Pre-kindergarten through grade 6 and grades 7-12 at least 100 clock hours of field experiences related to coursework prior to student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities.

**Subplan TWO: Online Instruction**

**Semester I (fall): (6 credits)**

EDS 701: Understanding Individuals with Disabilities (3)

EDS 791: Learners with Disabilities (3)

**Semester II (spring): (6 credits)**

EDS 792: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Learners with Disabilities (3)

EDS 793: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Learners with Disabilities (3)

**Semester III (fall) (6 credits)**

EDS 743: Behavior Assessment, Management, and Change (3)

EDS 794: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Learners with Disabilities (3)

**Semester IV (spring) (6 credits)**

EDS 741: Psycho-educational Evaluation of Children with Learning Problems (3)

EDS 795: Practicum in Assessment for Culturally and Linguistically Diverse Learners with Disabilities (3)

**Semester V (fall) (6 credits)**

EDS 715: Research in Special Education (3)

EDS 718: Culminating Masters' Project (3)

**Semester VI (spring) (6 credits)**

EDS 719: Supervised Student Teaching of Diverse Learners with Disabilities in Inclusive Specialized Settings (3)

## EDS 720: Student Teaching Seminar (3)

*Program Requirements:***For registered programs with candidates who first enroll for the Spring 2025 semester and thereafter:**

The combination of clinical experiences must:

- Meet or exceed the specific requirements for the Students with Disabilities (All Grades) certificate and,
- Address the full range of student developmental levels, Pre-kindergarten through grade 6 and grades 7-12 at least 100 clock hours of field experiences related to coursework prior to student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities.

**3. Rationale:**

- This new program adheres to New York State certification guidelines, and is a state mandate as all programs must now include a P-12 certification program. The New York State Board of Regents voted to establish the Students with Disabilities (All Grades) certificate effective September 28, 2022. The new certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools.
- The current childhood, 1-6, and adolescent 7-12 programs, will become obsolete as they will no longer be tied to an existing certification. All students who are already in existing programs will be able to finish, but all new admits will be admitted into this inclusive program. This 36 credit program will be for applicants that currently hold an initial certification, and are looking to become fully certified in Special Education.
- Addition of distance format (subplan two) provides greater flexibility for candidates who hold full-time positions as teachers or paraprofessionals in P-12 schools. Our online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. Both Subplans one and two have the same course titles, descriptions, credits and hour requirements, learning objectives, pre-requisites and all other curricular requirements. This consistency ensures that our online program meets the same rigorous academic standards as our on-campus one, with only the mode of delivery being different.

**4. Date of departmental approval: 02/07/2024**

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 791
Course Title	Learners With Disabilities
Description	Nature and needs of culturally and linguistically diverse individuals (birth to 21 years) with a wide range of developmental delays and disability conditions. Pertinent legislation, intervention with families, development of Individualized Family Service Plans, Individual Education Plans, Transition Plans, and postsecondary training opportunities. Issues of advocacy will be studied within the context of the continuum of service delivery within home-based, center-based, and school-based interventions (inclusive, collaborative, and specialized settings). (15 fieldwork hours required.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



<p>Course Attribute (e.g. Writing Intensive, WAC, etc.)</p>	
<p>General Education Component</p>	<p><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</p>

**3. Rationale:**

This is a required course for the new Master of Education in Special Education for all grades (P-12<sup>TH</sup> grade). This is a foundational course for teacher candidates to understand the historical, social, and legal foundations of special education, employment and independence for individuals with disabilities, characteristics of learners with disabilities, and collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships.

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

1. Discuss historical and current legislation, that affects these populations and interventions with families,
2. Discuss the major principles of IDEA and No Child Left Behind, including issues of assessment, Least Restrictive Environment, and Inclusion.
3. Discuss unique characteristics and needs of individuals with disabilities and positive dispositions about competence in meeting diverse student needs.
4. Discuss the development of Individualized Programs and issues of advocacy within the context of the continuum of service delivery settings.
5. Develop, adapt, and enhance curricula and strategies for successful accommodation of learning and behaviorally disabled students in the classroom environment.

**5. Date of Departmental Approval: 2/7/2024**

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

**CURRICULUM CHANGE**

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 792
Course Title	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Learners with Disabilities
Description	Curriculum and instructional practices for use with students with disabilities (birth to 21 years), including curriculum standards; designing appropriate learning programs and environments; developing strategies for teaching content area skills; developing social skills programs; collaborative teaching techniques; and the use of informal checklists in the development of the I.F.S.P. I.E.P. and Transition Plan. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and for monitoring student progress will be incorporated throughout the course. (15 hours practicum teaching: birth-12 <sup>th</sup> is required.)
Pre/Co Requisites	
Credits	3
Hours	3

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

**3. Rationale:**

This is a required course for the new Master of Education in Special Education for all grades (PK-12<sup>TH</sup> grade). This is a foundational course for teacher candidates to learn curriculum development, use of assistive and instructional technology, and research-validated methods of instructing students with disabilities, including methods of teaching content area skills, and development of the I.F.S.P., I.E.P. and Transition Plan. This course focuses on the theoretical aspects of curriculum development in the special education classroom.

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

1. Understand how students with disabilities can be involved with and demonstrate progress in the general education curriculum.
2. Understand instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with disabilities and the full range of “typical” learners) including basic principles of universal design, content enhancement tools and routines, and learning strategies.
3. Discuss individual, class, and school-wide behavior management strategies and programs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Understand assessment strategies and accommodations that facilitate data-driven decision-making and enable students to participate in district and state assessments.
5. Discuss how technology can be used to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity

and communication, and in turn, how to help students with disabilities use instructional technology effectively.

6. Discuss how to collaborate effectively with other educators, paraeducators, related services personnel, families, and community resource personnel to provide effective educational programs for students with disabilities.

5. **Date of Departmental Approval:** 2/7/2024

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

**CURRICULUM CHANGE**

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 793
Course Title	Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Learners with Disabilities
Description	Focusing on the selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse students with disabilities (birth to 21 years). The development of appropriate IFSP, IEP, and transition plans with goals, instructional objectives, and lesson plans in relation to the child's levels of functioning and cultural and linguistic background. Also addressing the selection of instructional materials and technologies; individualization and group service delivery; collaborative teaching; training of parents as reinforcers of acquired skills; adaptive and social skill acquisition; and the evaluation of students and programs. Course requires the submission of a videotaped lesson for evaluation. (45 hours Supervised Practicum Teaching: Birth-12th is required.)
Pre/ Co Requisites	
Credits	3

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

**3. Rationale:**

This is a required course for the new Master of Education in Special Education for all grades (PK-12<sup>TH</sup> grade). This is a foundational course for teacher candidates to apply curriculum development into practice through the use of assistive and instructional technology, and research-validated methods of instructing students with disabilities, including methods of teaching content area skills, and development of the I.F.S.P., I.E.P. and Transition Plan. This course works simultaneously with EDS 792, to put the theory they are learning into practice by analyzing their teaching practice with a focus on curriculum and differentiation, with a focus on special education curriculum practices.

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

1. Apply knowledge about instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with disabilities and the full range of “typical” learners) including basic principles of universal design, content enhancement tools and routines, and learning strategies.
2. Use individual, class, and school-wide behavior management strategies and programs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
3. Use assessment strategies and accommodations that facilitate data-driven decision-making and enable students to participate in district and state assessments.
4. Use technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication,

and in turn, how to help students with disabilities use instructional technology effectively.

5. Collaborate effectively with other educators, paraeducators, related services personnel, families, and community resource personnel to provide effective educational programs for students with disabilities.

5. **Date of Departmental Approval:** 2/7/2024

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

**CURRICULUM CHANGE**

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

2.

Department(s)	Counseling, Leadership, and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 794
Course Title	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Learners with Disabilities
Description	This supervised practicum focuses on the use of formal and informal behavior assessment practices with culturally and linguistically diverse students with disabilities in multiple settings, the development of appropriate I.F.S.P. and I.E.P. goals in relation to behavioral assessment, the application of behavioral principles of classroom management to inclusive classrooms, and the specific steps and data collection procedures needed to implement a behavior change process with students. (45 hours Supervised Practicum Teaching: Birth-12 <sup>th</sup> is required.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



<p>Course Attribute (e.g. Writing Intensive, WAC, etc)</p>	
<p>General Education Component</p>	<p><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</p>

**3. Rationale:**

This is a required course for the new Master of Education in Special Education for all grades (PK-12<sup>TH</sup> grade). This is a foundational course for teacher candidates to learn and apply theories, methods, and techniques to assess and manage behavior of students with disabilities and promoting development of positive social interaction skills, with a focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities who are culturally and linguistically diverse.

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

1. Understand basic classroom management theories, methods, and techniques for individuals with disabilities.
2. Understand applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with disabilities.
3. Discuss ethical considerations inherent in behavior management.
4. Discuss social skills needed for educational and functional living environments and effective instruction in the development of social skills.
5. Discuss strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.
6. Discuss Issues, resources, and techniques used to integrate students with disabilities into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.

**5. Date of Departmental Approval: 2/7/2024**

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**CURRICULUM CHANGE**

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 795
Course Title	Practicum in Assessment for Culturally and Linguistically Diverse Learners with Disabilities
Description	Selection, adaptation, design, and modification of a test battery for culturally and linguistically students with disabilities. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the students' needs. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. (45 hours Supervised Practicum Teaching: Birth-12th is required.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**3. Rationale:**

This is a required course for the new Master of Education in Special Education for all grades (PK-12<sup>TH</sup> grade). This is a foundational course for teacher candidates to learn and apply techniques to assessment, diagnosis, and evaluation of students with disabilities, with a focus on developing comprehensive knowledge, understanding, and skills for assessing students with disabilities who are culturally and linguistically diverse.

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

1. Understand applicable laws, rules and regulations, and procedural safeguards regarding the assessment of individuals with disabilities.
2. Apply ethical considerations in the assessment of students with disabilities.
3. Discuss Issues, resources, and techniques used to assess culturally and linguistically students with disabilities.
4. Articulate rationale for selecting specific assessment for individuals with disabilities.
5. Design, implement, and analyze assessment that inform of the student’s learning progress and the development of IEP/IFSP learning goals.
6. Research evidence-based assessment for effective management of teaching and learning.

**5. Date of Departmental Approval: 02/07/2024**