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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, December 12, 2018  
Senate Meeting**

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**Senators Present:** Ahmed-Tay, S.; Ali, S.; Ali, T.; Amend, A.; Badillo, D.; Bergmann, R.; Blachman, S.; Boston, N.; Britt, K.; Budescu, M.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Collett, J.; Cruz, J.; DeLaCruz, B.; Di Bello, M.; Dominguez, V.; Farrell, R.; Fera, J.; Finger, R.; Forde, A.; Fortunato-Tavares, T.; Greaves, T.; Guzman, M.; Hernandez, T.; Hyman, D.; Jervis, J.; Kolade, B.; Magdaleno, J.; Mahon, J.; Mak, W.; Marianetti, M.; Markens, S.; Martín, Ó.; McKenna, C.; Mercado, W.; Mills, P.; Moreno, Q.; Munch, J.; Musah, S.; O’Dowd, M.; Oh, H.; Olumuyide, E.; Paniagua, S.; Prince, P.; Prohaska, V.; Rice, A.; Rivera, R.; Rodriguez-Allie, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Schlesinger, K.; Schwittek, D.; Scott, K.; Sisselman, A.; Somwar, D.; Tananbaum, D.; Valentine, R.; Wangerin, R.; Washington, W.; Wynne, B.; Yates, S.; Yavuz, D.

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**Senators Absent:** Alborn, T.; Allison, A.; Alto, A.; Austin, L.; Bazile, S.; Cervantes, J.; Clever, R.; Daley, K.; Deckman, S.; DeJaynes, T.; Deprince, A.; Doyran, M.; Garcias-Otero, N.; Graulau, J.; Johnson, M.; Jones, B.; Machado, E.; MacKillop, J.; McCabe, J.; Navarro, V.; Ohmer, S.; Olewuike, J.; Punu, K.; Qian, G.; Registe, K.; Reyes, N.; Rivera-McCutchen, R.; Sailor, K.; Sakibou, A.; Sarmiento, R.; Sauane, M.; Sekyere, R.; Tavares, J.; Trimarchi, Y.; Waring, E.

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The meeting was called to order by President José L. Cruz at 3:34 p.m.

**1. Approval of the Minutes**

The minutes of the November 7, 2018 Senate meeting were approved by unanimous voice vote.

**2. Announcements and Communications**

**a. Report of the President**

Dr. Cruz welcomed everyone to the Senate and informed that he would soon be sending out a campus-wide message regarding the College’s most recent activities. Dr. Cruz went on to invite all to the annual faculty and staff holiday celebration, which would be held on December 14, 2018 in the Faculty Dining Room.

Dr. Cruz announced that Professor Duane Tananbaum would be chairing his last College Senate. He commended Dr. Tananbaum for an illustrious career of service to the Lehman College community, as both teacher and scholar, and his steadfast support of shared governance. Dr. Cruz asked all to give a round of applause for Prof. Tananbaum and

41 presented a motion to confer upon Dr. Tanabaum the honorific title of chair emeritus of the  
42 Lehman College Senate. Everyone applauded warmly and the motion was approved by  
43 acclamation.  
44

45 **b. Student Legislative Assembly—**

46 Ms. Nadia Baba greeted everyone. She informed all that she and a selected group of students  
47 met with the chair of the Middle States review team last week and shared that the meeting  
48 was very positive and successful.

49  
50 Ms. Baba announced that student senators have taken the initiative to tackle the issue of  
51 student safety as well as address student complaints concerning the quality of the water on  
52 campus. She went on to inform that student senators are hoping to meet with Lehman College  
53 administration to discuss these issues further.  
54

55 **REPORTS OF STANDING COMMITTEES—**

56  
57 **1. Graduate Studies**

58 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:  
59 Biological Sciences; Counseling, Leadership, Literacy and Special Education; Health Sciences;  
60 Middle and High School Education; Speech-Language-Hearing Sciences; and Nursing. She also  
61 presented a proposal for changes to the policies and procedures of the graduate studies program. All  
62 proposals were approved by unanimous voice vote.  
63

64 Prof. Desimone noted that the committee would be presenting proposals and informational items in  
65 the spring, and stressed that the committee rigorously reviewed the proposals for presentation to the  
66 Senate. The proposals, she explained, would concern academic excellence fees, which would  
67 provide funds that would not only improve program standards at Lehman, but also allow the  
68 College's programs to provide additional resources to students. She urged all with questions to reach  
69 out to the Dean of the School of Natural and Social Sciences, Pamela Mills; the Dean of Health  
70 Sciences, Human Services, and Nursing, Elin Waring; and the Dean of the School of Education,  
71 Gaoyin Qian, for additional information.  
72

73 See Attachment I

74

75 The next meeting was scheduled for Wednesday, February 6, 2019.

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77 **2. Governance Committee**

78 Professor Duane Tananbaum reported on several items. He informed that the committee would  
79 codify in writing the policy on faculty access to the Lehman College listserv. He went on to explain  
80 that, though the College's general policy has worked well, codifying such would serve to help future  
81 administrations avoid difficulties. Prof. Tananbaum also reported that a list of nominees to serve on  
82 a new Academic Assessment Council would be recommended to the President. In contrast to the  
83 previous Council, he explained, the new Academic Assessment Council would ensure the  
84 participation of faculty and the College Senate.

85

86 Prof. Tananbaum reminded all Standing Committee Chairs to submit their reports to the Academic  
87 Programs Manager, Sophia Diamantis-Fry, in a timely manner. He also announced that Prof. Joseph  
88 Fera was elected to chair the committee effective spring 2019.

89

90 See Attachment II

91

92 Prof. Tananbaum announced that, after what has been approximately 30 years in attendance, this  
93 would be his last meeting as an official member of the Lehman College Senate. He explained that  
94 although he would be on Travia Leave prior to retirement, he would still be on campus as a professor  
95 with all the rights and privileges there are. Prof. Tananbaum also added that he would continue to  
96 attend the Senate as an observer. He proceeded to thank those that facilitated the different tasks he  
97 performed over the years, as a member of the Senate. Prof. Tananbaum began with a special thanks  
98 to Dr. Ricardo Fernandez for originally appointing him as parliamentarian and thanked Dr.  
99 Fernandez for his genuine belief and support of shared governance. He went on to thank President  
100 Cruz for continuing his appointment as parliamentarian and for his genuine belief and support of  
101 shared governance as well. In addition, Prof. Tananbaum thanked President Cruz for the plaque he  
102 received at the General Faculty Meeting, in recognition of his years of service to the Senate.

103

104 Prof. Tananbaum thanked all the members of the administration, past and present; all members of  
105 the Senate Standing Committees; the Executive Counsel, Esdras Tulier, his predecessors, and staff;  
106 Sophia Diamantis-fry of Academic Programs; and Migdio Dominguez of the Division of  
107 Information Technology. Prof. Tananbaum shared that the behind-the-scenes efforts of those he  
108 thanked are what really makes the College Senate work effectively and efficiently. He also added  
109 that though the president and administration believes in shared governance and provides all with the  
110 opportunity for such, it is the responsibility of students, faculty, and members of the Senate to make  
111 that work. Prof. Tananbaum urged all senators to read the materials beforehand, attend the meetings,  
112 ask questions, and discuss the materials; exercise their own judgement and offer their own opinions;  
113 and stressed that senators should meet their responsibilities and take them to heart.

114

115 The next meeting was scheduled for Thursday, January 24, 2019 at 1:00 p.m. in CA 201.

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

117 Professor Penny Prince presented the list of graduate and undergraduate degree candidates for  
118 approval, which was contingent upon each candidate's completion of the requirements for  
119 graduation. All were approved by unanimous voice vote.

120

121 Professor Duane Tananbaum asked whether the CAEAS subcommittee would provide, by the end  
122 of the academic year, a full report on the changes it would recommend to admissions policies. Prof.  
123 Prince informed that the subcommittee would be focused on generating a cost analysis, but explained  
124 that the subcommittee would try to provide recommendations by the end of the spring semester.

125

### 126 **4. Undergraduate Curriculum**

127 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:  
128 Languages and Literatures; Latin American and Latino Studies; Music, Multimedia, Theatre, and  
129 Dance; and Philosophy. The proposals were approved by unanimous voice vote.

130

131 See Attachment III

132

133 The next meeting was scheduled for Wednesday, February 13, 2019 at 1:00 p.m. in SC 1405A.

134

135 **5. Academic Freedom**

136 There was no report.

137

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

139 Mr. Stephen Castellano presented the report and brought announcements from the Library, Division  
140 of Information Technology, Online Education, and concerning Blackboard.

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142 See Attachment IV

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144 **7. Campus Life and Facilities**

145 Professor Wingyun Mak presented the report. She called attention to the challenges faced by those  
146 who use paratransit services to and from Lehman, and explained how difficult it was for paratransit  
147 drivers to locate the pickup and drop-off locations on campus. Prof. Mak informed that the  
148 committee had an extensive discussion concerning the matter and decided on several action points.  
149 The action points, she explained, would be to: (1) increase accessible signage from the road for  
150 pickup and drop-off locations, (2) increase accessible signage on campus, and (3) make flyers that  
151 list the exact address of the pickup and drop-off locations and provide them to paratransit drivers.  
152 The committee, Prof. Mak explained, will be working with the Office of Disability Services to create  
153 the flyers as well as to distribute them to those in need. She urged faculty and students to encourage  
154 any student who might benefit from this information to call the Office of Disability Services or visit  
155 Shuster Hall, Room 238.

156

157 See Attachment V

158

159 The next meeting was scheduled for Wednesday, February 6, 2019 at 2:30 p.m. in Shuster B-018.

160

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

162 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget  
163 and Long Range Planning. He discussed several items concerning Academic Affairs and provided a  
164 first quarter update on the budget for fiscal year 2019.

165

166 See Attachment VI

167  
168 The next meeting was scheduled for Wednesday, February 27, 2019 at 1:30 p.m. in Shuster 336.  
169  
170 **9. University Faculty Senate Report**  
171 Professor Ruth Wangerin reported on the December 11, 2018 Plenary Session of the University  
172 Faculty Senate.  
173  
174 See Attachment VII  
175  
176 The next Plenary Session is scheduled for February 19, 2019 at 6:30 p.m. at CUNY Central.  
177  
178 Old Business----None.  
179  
180 New Business-----None.  
181  
182 **ADJOURNMENT**  
183 President Cruz adjourned the meeting at 4:31 p.m.  
184  
185 Respectfully submitted:  
186  
187 Esdras Tulier

Governance Committee Report for Senate Meeting, 12/12/2018

Prof. Joseph Fera was elected to succeed Prof. Tananbaum as chair of the Governance Committee effective 1/1/2019.

The committee will ask the Senate Library, Technology, and Telecommunications Committee to work with VP Bergmann to codify in writing a policy on faculty access to the Lehman College listserv.

The committee will recommend a list of nominees to Pres. Cruz to serve on a new Academic Assessment Council

Committee Chairs will be asked to submit their reports to Sophia at least a week ahead of Senate meetings so that they can be posted, distributed, and displayed for senators.

The next meeting of the Governance Committee is scheduled for Thursday, January 24 at 1:00 in CA 201.

Admissions, Evaluation and Academic Standards Committee Report

The CAEAS committee recommends confirming the lists of undergraduate and graduate candidates for graduation pending completion of all requirements. 12.4.18



**Senate Meeting – December 12, 2018**  
**Proposed Graduate Studies Report**

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

Speech-Language-Hearing Sciences

- Program name: M.A., Speech-Language Pathology
- New Advanced Certificate: Bilingual Extension in Speech-Language Pathology

Counseling, Leadership, Literacy and Special Education

- Graduate Bulletin changes: miscellaneous department information and stylistic changes for literacy studies program
- New Advanced Certificates: Literacy Studies Middle Childhood/Adolescence and Early Childhood/Childhood Education

Middle and High School Education

- Degree changes: MSEd, English Education

Biological Sciences

- Course change: BIO 615

Health Sciences

- Adding new (approved by NYSED) program description and curriculum to Graduate Bulletin: MS, Human Performance and Fitness

Nursing

- Course changes: NUR 720, 721, 726, 766, 773, 774, 787

Graduate Studies

- Policy changes: *Credit Loads; Interruption of Studies; and Maintenance of Matriculation*

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

Our next grad studies meeting will be on February 6, 2019.

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Clarifying lecture versus lab hours for CUNYfirst

2. **From:**

Department(s)	Biological Sciences
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	Biology
Course Prefix & Number	BIO 615
Course Title	Medical Microbiology
Description	Study of disease mechanisms, involving bacteria, viruses, fungi, and parasites. A case-based approach focused on common clinical symptoms, diagnostic laboratory tests, and treatment options.
Pre/ Co Requisites	BIO 331 and Permission of the Graduate Advisor.
Credits	4
Hours	6
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 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	Biology
Course Prefix & Number	BIO 615
Course Title	Medical Microbiology
Description	Study of disease mechanisms, involving bacteria, viruses, fungi, and parasites. A case-based approach focused on common clinical symptoms, diagnostic laboratory tests, and treatment options.
Pre/ Co Requisites	BIO 331 ( <u>Experimental Microbiology</u> ) and Permission of the Graduate Advisor.
Credits	4
Hours	6 ( <u>2, lecture; 4, lab</u> )
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** BIO 615 was originally designed as one 4-credit course with lecture and lab components. However, as we had not indicated that 6 hours was to be split for lecture (2 hours) and lab (4 hours), CUNYfirst is showing the course as lecture only. The proposal is submitted to correct the error, so that CUNYfirst shows the course with its lecture and lab components. In addition, we are adding the course name for BIO 331 to clarify advisement.

5. **Date of departmental approval:** 10/10/18

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

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

**Curriculum Change**

**Effective Term: Spring 2019**

**1. Type of Change:** Change in graduate bulletin

**2. From:  
Counseling, Leadership, Literacy, and Special Education**

Chair: Janet R. DeSimone (Carman Hall, Room B20)

Coordinators:

Sheila Blachman, Childhood Education, Dual Certification and Bilingual (Carman Hall, Room B20)

Stuart Chen-Hayes, Counselor Education (Carman Hall, Room B01G)

Janet R. DeSimone, Organizational Leadership (Carman Hall, Room B20)

Barbara Gottlieb, Childhood & Adolescent Special Education (Carman Hall, Room B01E)

Danielle Magaldi-Depman, Early Childhood Special Education (Carman Hall, Room B01F)

Limor Pinhasi-Vittorio, Literacy Studies (Carman Hall, B17A)

Rosa Rivera-McCutchen, Educational Leadership (Carman Hall, B53)

Department Faculty: Professors: Harriet Fayne, Barbara Gottlieb, Gaoyin Qian;

Associate Professors: ~~Stuart Chen-Hayes~~, Janet R. DeSimone, Faith Deveaux, Limor Pinhasi-Vittorio, Rosa Rivera-McCutchen, Laura Roberts; Assistant Professors: Alyse Anekstein, ~~Danielle Magaldi-Depman~~, Jennifer Van Allen; Lecturers: Sheila Blachman, Faith Muturia

The Department of Counseling, Leadership, Literacy, and Special Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Educational Leadership (School Building Leader)
- Advanced Certificate, Educational Leadership (School District Leader)
- Master of Science in Organizational Leadership, Non-Certification (not related to K-12 leadership) (higher education, non-profit, corporate, hospital leadership)
- ~~Master of Science in Education, Literacy Studies: Early Childhood Education~~
- Master of Science in Education, Literacy Studies: Childhood Education
- Master of Science in Education, Literacy Studies: Middle and Adolescent Education

- Master of Science in Education, Literacy Studies: Adult\*
- Master of Science in Education, Literacy Studies: ~~Teaching~~ Literacy Birth-Grade 6 and Special Education Grades 1-6
- ~~Dual Certificate, Literacy and Special Education, Birth-Grade 6~~
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

### **3. To:**

#### **Counseling, Leadership, Literacy, and Special Education**

Chair: Janet R. DeSimone (Carman Hall, Room B20)

Coordinators:

Sheila Blachman, Childhood Education, Dual Certification and Bilingual (Carman Hall, Room B20)

Stuart Chen-Hayes, Counselor Education (Carman Hall, Room B01G)

Janet R. DeSimone, Organizational Leadership (Carman Hall, Room B20)

Barbara Gottlieb, Childhood & Adolescent Special Education (Carman Hall, Room B01E)

Danielle Magaldi, Early Childhood Special Education (Carman Hall, Room B01F)

Limor Pinhasi-Vittorio, Literacy Studies (Carman Hall, B17A)

Rosa Rivera-McCutchen, Educational Leadership (Carman Hall, B53)

Department Faculty: Professors: Stuart Chen-Hayes, Harriet Fayne, Barbara Gottlieb, Gaoyin Qian; Associate Professors: Janet R. DeSimone, Faith Deveaux, Danielle Magaldi, Limor Pinhasi-Vittorio, Rosa Rivera-McCutchen, Laura Roberts; Assistant Professors: Alyse Anekstein, Danielle Magaldi-Dopman, Jennifer Van Allen; Lecturers: Sheila Blachman, Faith Mutoria

The Department of Counseling, Leadership, Literacy, and Special Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Educational Leadership (School Building Leader)
- Advanced Certificate, Educational Leadership (School District Leader)
- Master of Science in Organizational Leadership, Non-Certification (not related to K-12 leadership) (higher education, non-profit, corporate, hospital leadership)
- Master of Science in Education, Literacy Studies: Early childhood and Childhood Education
- Master of Science in Education, Literacy Studies: Middle and Adolescent Education
- Master of Science in Education, Literacy Studies: Adult\*
- Master of Science in Education, Literacy Studies: Literacy Birth-Grade 6 and Special Education Grades 1-6
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

**4. Rationale:** These changes were made to correct literacy program titles and update other department information (e.g., change in academic ranks, etc.).

**5. Date of departmental approval:** October 10, 2018

**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 Program, MEd, B-6 and 5-12

Hegis Number: 0830.00

Program Code: 25809, 25806

Effective Term: Spring 2019

1. **Type of Change:** Clarifying bulletin text; admission standards

2. **FROM:**

**Literacy Studies, M.S.Ed. Program**

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

Admission Requirements for Professional Certification in Teaching Literacy

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.
- ~~An essay of no more than 500 words written on-site.~~
- 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.~~

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

		Credits
EDR 702	Language and Literacy Acquisition and Development of Children	3
EDR	Instructional Approaches for Language and Literacy Development in	3

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

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

		Credits
EDR 703	Literacy Acquisition and Development of Pre-Adolescents and Adolescents	3
EDR 713	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3
EDR 723	Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Educat	3
EDR 753	Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Chldhd&Adolescent Edu	3
EDR 733	Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education	6
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 765	<del>Perspectives on Literacy</del>	3
EDR 768	Project Seminar: Research on Literacy I and II	3
EDR 529	Language, Literacy, and Educational Technology	3



EDS 701	Understanding Individuals with Disabilities	3
EDR 605	Professional Writing for Educators	3

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

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

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

Students must complete a minimum of ~~36~~ graduate credits of study ~~in an approved Literacy Studies concentration~~. Students must earn a minimum GPA of 3.0 ~~in a 36-credit Literacy Studies concentration~~. Each student must earn a minimum grade of B or better ~~in the overall program in order to be recommended by the College for certification~~.

**3. TO:**  
**Literacy Studies, M.S.Ed. Program**

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

Admission Requirements for Professional Certification in Teaching Literacy

- 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.

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

		Credits
EDR	Language and Literacy Acquisition and Development of Children	3

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

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

		Credits
EDR 703	Literacy Acquisition and Development of Pre-Adolescents and Adolescents	3
EDR 713	Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu	3
EDR 723	Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Educat	3
EDR 753	Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Chldhd&Adolescent Edu	3
EDR 733	Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Educatio	6
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 765	<u>Literacy in the Content Areas</u>	3
EDR 768	Project Seminar: Research on Literacy I and II	3

EDR 529	Language, Literacy, and Educational Technology	3
EDS 701	Understanding Individuals with Disabilities	3
EDR 605	Professional Writing for Educators	3

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

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

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

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

**4. Rationale:** The stylistic changes were made to create a more cohesive reading, avoid redundancy and create clarity. In addition, NYSED no longer requires the ALST, so we removed this from our admission requirements. We also removed the on-site written essay, since we found it redundant as applicants already are submitting a written essay detailing career goals. Lastly, the name of EDR 765 has been changed to reflect the course revisions that are being submitted concurrently.

**5. Date of departmental approval:** October 10, 2018

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

Hegis Number: 0830.00

Program Code: 36464

Effective Term: Spring 2019

1. **Type of Change:** Clarifying bulletin text

2. **FROM:**

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

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

**Admissions Requirements**

- ~~• Initial or provisional certification in elementary or childhood education.~~
- ~~• A bachelor's degree with a minimum 3.0 GPA.~~
- ~~• Two letters of recommendation.~~
- ~~• An essay delineating reasons for choosing this program and discussing career goals.~~
- ~~• 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.~~

**Degree and Certification Requirements**

To qualify for the M.S. in Literacy Birth-6 and Special Education 1-6, students must complete 45-48 credits. Upon completion of the program and meeting all the certification requirements by the New York State Education Department, the students

will be recommended for initial/professional certification: a) in ~~Teaching~~ Literacy Birth-grade 6 and b) in Special Education Grades 1-6.

		Credits
EDR 529	Language, Literacy, and Educational Technology	3
EDR 702	Language and Literacy Acquisition and Development of Children	3
EDR 712	Instructional Approaches for Language and Literacy Development in Childhood Education	3
EDR 722	Assessing and Evaluating Language and Literacy Development in Childhood Education	3
EDR 752	Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Chldhd&Chldhd Edu	3
EDR 731	Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education	6
EDE 743	Diagnosis of Difficulties in Learning Elementary School Mathematics	3
EDS 701	Understanding Individuals with Disabilities	3
EDS 709	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
EDS 719	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	3
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 768	Project Seminar: Research on Literacy I and II	3

### 3. TO:

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

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

## Admissions Requirements

- 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 3.0 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. Waivers for this requirement may apply. Please contact the program coordinator for more information.

## Degree and Certification Requirements

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

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

719	Specialized Settings	
<u>EDS 720</u>	<u>Student Teaching Seminar</u>	<u>3</u>
EDR 767	Project Seminar: Research on Literacy I and II	3
EDR 768	Project Seminar: Research on Literacy I and II	3

**4. Rationale:** The stylistic changes were made to create a more cohesive reading, avoid redundancy and create clarity. In addition, NYSED no longer requires the ALST, so we removed this from our admission requirements. In addition, EDS 719 was originally a 6-credit student teaching experiences. However, the Special Education program changed this course to 3 credits and added a co-requisite course EDS 720 for another 3 credits. Therefore, (the co-requisite course (EDS 720: 3 credits) also needed to be added to the program of study.

**5. Date of departmental approval:** October 10, 2018

**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: Advanced Certificate Program in Literacy Middle Childhood and Adolescence

Hegis Number: 0830.00

Program Code:

Effective Term: Fall 2019

**1. Type of Change:** Adding a new Advanced Certification program leading to NYS certification in Literacy Grades 5-12.

**2. Description:**

**Advanced Certificate Program in Literacy 5-12 grades (18 Credits)**

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 5-12 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.

**Admission Requirements:**

- A master's degree from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of 3.0 in the graduate records as a whole.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

**Program of Study:**

**Core Literacy Courses (Total of 10 credits):**

***Dependent on cohort semester***

EDR 703 Language and Literacy Acquisition and Development of Pre-	3
---	---



EDR 713 Instructional Approaches for Language and Literacy Development in Middle Childhood and Adolescent Education OR EDR 765 Literacy in the Content Areas	3
EDR 723 Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education	3
EDR 753 Teaching Comprehensive Strategies in Literacy Through Young Adult Literature for the Diverse Learners	3

Clinical/Practicum Experience (**Total 6 credits**):

EDR 733 Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education <i>Prereq: EDR 703, 713, 723, 753,</i>	6
--	---

**TOTAL CREDITS FOR CERTIFICATE: 18**

**3. Rationale:**

In recent years, there has been increased demands for a program that will lead to an advanced certification in Literacy. Many of these requests come from potential candidates who already possess a master degree and initial or professional certification in other subject areas; therefore, they are not looking for a master’s degree program. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment.

**4. Date of departmental approval: October 10, 2018**

**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: Advanced Certificate Program in Literacy Early Childhood and Childhood Education

Hegis Number: 0830.00

Program Code:

Effective Term: Fall 2019

**1. Type of Change:** Adding a new Advanced Certification program leading to NYS certification in Literacy Birth-6 grade.

**2. Description:**

**Advanced Certificate Program in Literacy Birth-6 grade (18 Credits)**

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.

**Admission Requirements:**

- A master's degree from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of 3.0 in the graduate records as a whole.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

**Program of Study:**

**Core Literacy Courses (Total of 12 credits):**

***Dependent on cohort semester***

EDR 702 Language and Literacy Acquisition and Development of Children	3
EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education	3
EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education	3
EDR 752 Teaching Comprehensive Strategies in Literacy Through Children's Literature for the Diverse Learners	3

**Clinical/Practicum Experience (Total 6 credits):**

EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education <i>Prereq: EDR 702, 712, 722, 752</i>	6
---	---

**TOTAL CREDITS FOR CERTIFICATE: 18**

**3. Rationale:**

In recent years, there has been increased demands for a program that will lead to an advanced certification in Literacy. Many of these requests come from potential candidates who already possess a master degree and initial or professional certification in other subject areas; therefore, they are not looking for a master's degree program. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment.

**4. Date of departmental approval: October 10, 2018**

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

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

**Curriculum Change**

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 765
Course Title	<del>Perspective of Literacy</del>
Description	<del>Examination of literacy acquisition from a variety of perspectives: for example, anthropological, historical, political, and sociological.</del>
Pre/ Co Requisites	Permission of Coordinator.
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)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 765
Course Title	<u>Literacy in the Content Areas</u>
Description	<u>This course offers educators an understanding of language and literacy processes when reading complex texts across disciplines. Focus on ways that reading, writing, speaking and listening are developed and applied in different content areas; and on instructional methods for supporting students' literacy development across content areas informed by theory.</u>
Pre/ Co Requisites	Permission of coordinator.
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:** Examining our program we realized there was a gap in the ways we address teaching literacy in the content areas. The proposed revisions will help the program better address this missing content.

**5. Date of departmental approval:** October 10, 2018



## Application for the Registration of Undergraduate and Graduate Programs<sup>1</sup> Leading to an Initial Classroom Teaching Certificate, Extension or Annotation

This application is for New York degree-granting institutions seeking to register a new undergraduate or graduate program leading to an **initial classroom teaching certificate, extension or annotation**. Programs approved to award a master's degree would lead to initial and professional certification. If the proposal is for a program at the graduate level for a certification area that is new to the institution an [External Review](#) of the program will be required.



This application should NOT be used for the following types of program proposals:

- Programs Leading to Transitional-B or Transitional-C Certification;
- Programs Leading to Educational Leadership Certification;
- Programs Leading to Pupil Personnel Services Certification
- Revisions to Existing Registered Programs; or
- Programs Preparing Licensed [Professionals](#).

The application materials for those types of proposals can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register.html>

### Completing and Submitting Your Application

The Office is committed to a review of proposals within 30 working days of receipt. If a proposal is incomplete, or issues are raised, the contact person identified in the proposal will be informed of the specific questions. Once contacted, institutions have 30 working days to provide a comprehensive electronic response to the questions and resubmit the proposal. If the proposal is not resubmitted within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.

Detailed information about completing this application can be found within the **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs**: [Word](#) (200KB) [PDF](#) (865 KB)

### Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
  - CEO (or Designee) Signature Approval Form
  - This Application
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - External Review of Certain Degree Programs and Response (if applicable)
  - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
2. Create a separate PDF document for any required syllabi or CVs.
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail:  
Institution Name, Degree Award, and Program Title

<sup>1</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

E.g., Subject: AAA College, New Program, Master of Arts in Teaching, Adolescent Education

**Program registration** is based on standards in the [Regulations](#) of the Commissioner of Education. Section [52.1](#) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.

<b>Task 1. Institution and Program Information</b>	
<b>Institution Information</b>	
Institution Name:	Lehman College, CUNY
Institution Code (6 digits):	33200
<i>The name and code of the institution should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	
Institution Address:	Lehman College, City University of New York 250 Bedford Park Boulevard West
City:	Bronx
State/Country:	New York/ United States
Zip:	10468
<a href="#">Regents Regions:</a>	
Specify campus(es) of the institution where program is offered, if other than the main campus:  <i>The name and code of the location(s) should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	Lehman College
Specify any other additional campus(es) where the program is offered besides the ones selected above:	NA
If any courses will be offered off campus, indicate the location and number of courses and credits:	NA

If the program will be registered jointly with another institution, please provide the partner institution's name:	NA
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**Program Information for New Programs**

<b>Program Title:</b>	Advanced Certificate in Literacy for Middle Childhood and Adolescence
<b><u>Degree Award:</u></b>	Advanced Certificate
<b><u>HEGIS code:</u></b>	0830.00
<b>Number of Credits*:</b>	18

If program is part of a dual degree program, provide the following information:

<b>Program Title:</b>	
<b><u>Degree Award:</u></b>	
<b><u>HEGIS code:</u></b>	

If the partner institution is non-degree-granting, see [CEO Memo 94-04](#)

<b>Section III. Contact Information</b>	
<b>Name of contact person</b>	Limor Pinhasi-Vittorio
<b>Title of contact person:</b>	Coordinator of the Literacy Graduate Program
<b>Telephone</b>	718-960-7205
<b>Fax:</b>	
<b>Email:</b>	Limor.pinhasi-vittorio@lehman.cuny.edu

\*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.



## Task 2. Program Information and Sample Program Schedule

Please enter the requested information about the proposed program.

### 1. Program Format

Check all program scheduling and format features that apply: See format [definitions](#).

**a) Format:**  Day  Evening  Weekend  Evening/Weekend  Not Full-Time

**b) Mode:**  Standard  Independent Study  External  Accelerated  Distance Education

( to register a program with the Distance Education format submit a Distance Education Application for Teacher Education with this proposal)

**c) Other:**  Bilingual  Language Other Than English  Upper Division Program

### 2. Program Description and Purpose

**a)** Provide a brief description of the program as it will appear in the institution's catalog. Include the philosophy, purpose, and specific career objectives of the program.

*Answer:* 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 grade 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.

**b)** Identify each initial or initial/professional certificate title for which the institution would like the authority to recommend as a result of registration of this proposed program. Be specific and identify each certificate title by name, i.e. Biology 7-12 initial/professional; Earth Science 7-12 initial/professional; 5-6 Extension initial/professional.

*Answer:* Advanced Certificate in Literacy Studies birth-6<sup>th</sup> grade.

**c)** What is the documented need for this program?

*Answer:* In recent years, there has been increased demands for a program that will lead to an advanced certification in Literacy. Many of these requests come from potential candidates who already possess a master degree and initial or professional certification in other subject areas; therefore, they are not looking for a master's degree program. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment.  
The demands for this program increased due to substantial low passing rate of only 46.7% of city students meeting proficiency on the New York ELA test. For example, in one Bronx district only 36% of students met proficiency in 2018. (New York City DOE DATA, and New York State Education Department). Therefore, this program is greatly needed to support Literacy teaching and learning across subjects area.

**d)** Provide evidence of formal relationships that the program and its faculty have with partnering schools that illustrate how the institution and partnering schools have collaborated for the purpose of improving the preparation of teachers and or educational leaders including the field, student teaching and educational

leadership internship experiences. For the proposed program, provide prospective plans for how the faculty intend to collaborate with partnering schools and how the partnering schools could benefit from this relationship.

*Answer:* Professional development network in the School of Education is used to make connections to partner schools. For example faculty within our program are working within a local PDS school to improve authentic technology use in the upper grades.

Submit examples of existing agreements and plan for collaboration for the proposed program as an addendum to the application.

NA

**e)** What are the anticipated Year 1 *through* Year 5 enrollments?

*Answer:* 5-10 each cohort

### 3. Sample Program Schedule

**a)** Complete the Undergraduate Program Schedule Table (for undergraduate programs) or the Graduate Program Schedule Table (for graduate programs).  
See page 7

**b)** If the program will be offered through a nontraditional schedule, provide an explanation of the schedule, including its impact on financial aid eligibility.

*Answer:* NA

**c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

X  Yes     No    If no, explain:

**d) Only for master's degree programs**, as required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

*Answer:*

### Undergraduate Program Schedule Table - NA

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Program Totals:		Credits:		Liberal Arts & Sciences:		Major:		Elective & Other:			

Cr: credits    LAS: [Liberal Arts and Sciences](#)

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

### Graduate Program Schedule Table

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: FALL 1				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDR 702 Language and Literacy Acquisition and Development of children	3	<input type="checkbox"/>				<input type="checkbox"/>	
EDR 752 Teaching Comprehensive Strategies in Literacy Through Children's Literature for the Diverse Learners	3	<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
Term: SPRING 1				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education	3	<input type="checkbox"/>				<input type="checkbox"/>	
EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education	3	<input type="checkbox"/>	EDR 702, EDR 712			<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
Term: Summer				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education	6	<input type="checkbox"/>	EDR 702, 712, 722, 752,			<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	

		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)	<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Program Totals:</b>	<b>Credits:18</b>						

**New:** indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

**Task 3. Faculty**

Complete the faculty tables that describe Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable. If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus. Please see the **Guidance Document** regarding faculty qualifications : [Word](#) (200KB) [PDF](#) (865 KB)

SEE PAGE 10

**a)** Submit individual faculty curricula vitae for each instructor in the proposed program as an addendum to this application. SEE APPENDIX B

**b)** What is the institution's definition of "full-time" faculty?

*Answer:* Fully employed faculty under contract with Lehman College, CUNY

**Full-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>	<b>Percent Time to Program</b>
<i>Example:</i> Limor Pinhasi-Vittorio	<i>Example:</i> Ph.D. in Literacy, Hofstra University M.A. in Special Education, NYU B.A. in Special Education and Hebrew Literature Teacher college Israel	New York City and State teaching Certification  Teaching experience in public schools- 3rd-12th grades. Taught in the Bronx and Israel.  Pinhasi-Vittorio, L. (2018). Writing, sharing, and healing: the interplay of literacy in the healing journey of the recovering from substance abuse, Journal of Poetry Therapy, DOI: 10.1080/08893675.2018.1504668 <a href="https://doi.org/10.1080/08893675.2018.1504668">https://doi.org/10.1080/08893675.2018.1504668</a>  Ben-Yosef, E., & Pinhasi-Vittorio, L. (2016). Word-slam stories as venues for stimulating learning and developing agency with urban high school students. <i>The Qualitative Report (TQR)</i> 21 (3) 489-498  Gulla, A., Pinhasi-Vittorio, L. & Lehnerquam, A (Fall, 2015). Professional Development in Education: Pushing the Boundaries of Possibility. <i>LEARNing Landscapes</i> 9(,1) 101-117  Gulla, A., Pinhasi-Vittorio, L. & Lehnerquam, A (December, 2014). Inquiry and Creativity in Teacher Education: Fostering Dialogue Between Teacher Educators and Arts and Sciences Faculty. <i>Herbert Lehman library news Letter</i>  Pinhasi-Vittorio, L. & Ben-Yosef, E. (Winter, 2014). A Quest for re-scripting the narrative of education failure: Initial steps in a journey. <i>Journal of Radical Pedagogy</i> . 11 (1) ISSN: 1524-6345. <a href="http://www.radicalpedagogy.org/radicalpedagogy.org/A_Quest_for_Re-Scripting_the_Narrative_of_Education_Failure_Initial_Steps_in_a_Journey.html">http://www.radicalpedagogy.org/radicalpedagogy.org/A_Quest_for_Re-Scripting_the_Narrative_of_Education_Failure_Initial_Steps_in_a_Journey.html</a>	EDR 753 Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Childhd & Adolescent Edu  EDR 765 Literacy in the Content Areas  EDR 703 Literacy Acquisition and Development of Pre-Adolescents and Adolescents	<i>Example:</i> 50%
Jennifer Van Allen	Ed.D. in Education, Specialization in Literacy Education, University of Central Florida M.Ed. in Teacher Leadership,	Florida Department of Education Teaching Certificate: <ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• English Speakers of Other Languages (K-12)</li> <li>• Reading Endorsement</li> </ul> Fall 2015-current Post-Secondary Teaching Experiences at Lehman College & University of	EDR 703 Literacy Acquisition and Development of Pre-Adolescents and Adolescents	50%

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
	<p>University of Central Florida B.S. in Elementary Education, University of Central Florida</p>	<p>Central Florida</p> <p>Fall 2013-Fall 2016 K-12 Teaching Experiences (4<sup>th</sup> grade teacher, 2<sup>nd</sup> grade teacher, Elementary Grades Literacy Coach, District Literacy Coach)</p> <p>Van Allen, J., &amp; Zygouris-Coe, V. (Accepted). Supporting the development of elementary school students' online research and comprehension skills through a reframed guided reading framework. <i>Journal of Literacy and Technology</i>.</p> <p>Blanch, N., Forsyth, L. Roberts, S., &amp; Van Allen, J. (2017). Reigniting writers: Using the elementary literacy block to support authentic writing experiences. <i>Childhood Education</i>, 93(1), 48-57. doi: 10.1080/00094056.2017.1275238</p>	<p>EDR 723 Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education</p> <p>EDR 733 Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education</p>	



**Part-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>
<i>Diana Behan, Adjunct Faculty</i>	<i>MSEd. In Literacy Studies, Lehman College                      MS in Divinity, Louisville                      Presbyterian Theological Seminary</i>	<i>Consultant for the NYC DOE; Retired Literacy Coach from NYC; NY State Reading License K-12; NYC Teaching License PreK-6; National Boards Teaching Certificate in Literacy Education</i>	EDR 713 Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu

**Faculty to be Hired Table - NA**

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

**Task 4. Resources**

**Resources, Facilities and Academic Support Services**

**a)** Complete the New Resources Table. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:* NA

**b)** What library resources will be added to support this program?

*Answer:* NA

**c)** Describe the academic support services provided by the institution and highlight those services specifically designed for students within this program to ensure their success.

*Answer:* ACE writing center

## New Resources Table

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<b>New Expenditures</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
<b>Total all</b>			

## Task 5. Admissions and General Education and Content Cores

### 1. Admissions

- List all program admission criteria and provide the program's checklist or other documentation the institution uses to verify these requirements are met. Be specific. This checklist may be pasted into the answer below. For graduate level programs commencing on or after July 1, 2016 the following minimum admission criteria must be applied; a minimum score on the GRE or a substantially equivalent admission examination and a minimum cumulative grade point average of 3.0 in the applicant's undergraduate program.\*

Answer:

- A master's degree from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of 3.0 in the graduate records as a whole.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

\*Pursuant to the law, each program is entitled to exempt up to 15 percent of its incoming class from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching profession. A program shall report to the Department the number of students admitted pursuant to such exemption and the selection criteria used for such exemptions

- a) Describe the process for evaluating exceptions to these requirements.

Answer: Transcript review

- b) Complete only if the proposed program leads to a **Literacy Birth -6 or Literacy 5-12 certificate**. Please check that the program meets the following requirement:  
X The program requires candidates to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.  
 The program leads to a master or doctorate degree.

### 2. General Education Core in the Liberal Arts and Sciences.

- a) Verify that the program has ensured that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to each of the following (please check) and that the program can provide evidence of this verification process upon request.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> artistic expression                     | <input type="checkbox"/> a language other than English         | <input type="checkbox"/> Information retrieval |
| <input type="checkbox"/> humanities                              | <input type="checkbox"/> written analysis and expression       | <input type="checkbox"/> communication         |
| <input type="checkbox"/> concepts in history and social sciences | <input type="checkbox"/> scientific and mathematical processes |  |

- b) Explain how the Liberal Arts and Sciences School Faculty were involved in the development of this proposal. Explain and provide evidence of on going collaboration with the Liberal Arts and Sciences and Education Faculties to ensure that the liberal arts and science curriculum is aligned with the NYS Learning Standards and Common Core Curriculum to support the candidate's content knowledge preparation for P-12 instruction. This information may be pasted into the answer below or it may be submitted as an addendum to this application.

*Answer:* Require a Master's degree and NYS teaching license.

### 3. Content Core

**a)** List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major the institution will accept for each certificate title.

*Answer:* Require a Master's degree

**b)** Complete only if the proposed program leads to the **Social Studies grade 5-9 or 7-12 certificate**. Please check that the acceptable major(s) meet(s) the following requirement:

- The program shall ensure the acceptable major(s) include(s) study in economics, government, and a total of at least 21 semester hours of study in the history and geography of the United States and the world.

NA

**c)** Indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards.

*Answer:* SEE PEDIGOGICAL CORE TABLE

**d)** Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Generalist certificate**. Indicate how the program meets the following requirements: the program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies and science;

*Answer:* NA

and

the candidate has sufficient pedagogical skills to teach these subjects (mathematics, English language arts, social studies and science).

*Answer:*

**e)** Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Subject Area Extension**. Indicate how the following requirement is met for each proposed extension:

- At least 18 semester hours of study or its equivalent in the subject area of the extension sought.

Answer: NA

- For the Students with Disabilities Social Studies extension, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

Answer: NA

f) Complete only if the program leads to the Bilingual Education Extension. Indicate the target language(s) for the bilingual extension and how the candidate's language proficiency is evaluated.

Answer: NA

### Task 6. Pedagogical Core Coursework

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "How to Complete the Pedagogical Core Course Table" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

#### Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

#### Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

#### Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)

- 17. Bilingual Education Extensions\*
- 18. Bilingual Education Extensions\*\*
- 19. Grades 5 and 6 Subject Area Extensions
- 20. Grades 7 through 9 Subject Area Extensions
- 21. Gifted Education Extensions
- 22. Coordination of Work-based Learning Programs Extensions
- 23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
- 24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

\* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

\*\* Bilingual education extensions for library media specialist and educational technology specialist.

**Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK**

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance

Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at:

<http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

*NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.*

**b)** Provide a description of each existing pedagogical course for this program as it appears in the college catalog. The course description of each existing pedagogical course for this program should be pasted in the “Answer” below.

**NOTE:** Each course that has been identified as meeting a general or program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

*Answer:*

**c)** Submit syllabi for each **new** course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

**c)** Graduate level programs preparing candidates for a second certificate sometimes waive specific general pedagogical core requirements because the requirement was met in a previous teacher preparation program. If waiving such requirements, identify by Roman numeral from the Certification Area Code table, those being waived.

*Roman numerals: x, xi, xii, xiii*

Additionally, please provide the criteria used, and applied uniformly to determine if the general pedagogical core requirements may be waived.



Answer: Candidate enrolled in this program are already certified teachers with master degree who already have taken the required course.

### Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

### Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					12			
<b>EDR 702</b> <i>Literacy Acquisition and Development of Children</i>	3	R	Van Allen/FT Pinhasi-Vittorio/FT	i, iv, vi, viii	i			
<b>EDR 712</b> <i>Instructional Approaches for Language and Literacy Development in Childhood Education</i>	3	R	Behan/PT	ii, iv, v, ix	ii, iii			
<b>EDR 752</b> <i>Teaching Comprehensive Strategies in Literacy Through children's Literature for the Diverse Learners</i>	3	R	Pinhasi-Vittorio/FT	ii, iv, v	i, iii			
<b>EDR 722</b> <i>Assessing and Evaluating Language and Literacy Development in Childhood Education</i>	3	R	Van Allen/FT	ii, iii, iv, vii	i, ii, iii			
<b>EDR 731</b> <i>Practicum in</i>	6	R	Van Allen/FT	ii, iv, v, vi, vii, ix	ii, iii			

<i>Fostering Language and Literacy Development in Early Childhood Childhood Education</i>									
---	--	--	--	--	--	--	--	--	--

\*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

**Task 7. Field Experience and Student Teaching**

**a) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:**

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

**b) List courses that require field experiences\*:**

Course Number	Course Title	Instructor	Grade Level	Clock Hours
EDR 702	Language and Literacy Acquisition and Development children	Van Allen/ FT Pinhasi-Vittorio/FT	Graduate	3
EDR 712	Instructional Approaches for Language and Literacy Development in Childhood Education	Behan/ PT	Graduate	3
EDR 752	Teaching Comprehensive Strategies in Literacy Through children's Literature for the Diverse Learners	Pinhasi-Vittorio/FT	Graduate	3
EDR 722	Assessing and Evaluating Language and Literacy Development in Childhood Education	Van Allen/ FT	Graduate	3

\*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions. **Note: The students meet the field experience requirement because this program requires prior certification and a Master's Degree in Education.**

**c) List courses that require college-supervised student-teaching experiences\*:**

<b>Course Number</b>	<b>Course Title</b>	<b>Instructor</b>	<b>Grade Level</b>	<b>No. of Full School Days</b>
EDR 733	Practicum	Van Allen/FT	5-12	20 Days

\*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

**APPENDIX A**

**CATALOG COURSE DESCRIPTION OF COURSES IN PROGRAM**

## Appendix A

### Course Descriptions

#### **EDR 702 Language and Literacy Acquisition and Development of Children**

Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. (15 fieldwork hours required).

Credits: 3

Offered: Fall-Spring

Permission of the Coordinator

#### **EDR 712 Instructional Approaches for Language and Literacy Development in Middle Childhood Education**

Instructional approaches appropriate for language and literacy development in childhood and education based upon current research. Examination, selection, design and organization of linguistically and culturally relevant instructional practices, strategies and materials for literacy development of children with varying developmental abilities. Focus on teaching literacy in subject areas to meet the Common Core State Standards for English language arts and literacy

Credits: 3

Offered: Fall-Spring

Permission of the Coordinator

#### **EDR 722 Assessing and Evaluating Language and Literacy Development in childhood Education**

Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio and/or formal evaluation strategies. Case study done under supervision.

Prerequisite: EDR 702 and EDR 712 Departmental permission.

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

Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice.

Credits: 6

Prerequisite: EDR 702, EDR 712, EDR 722 and EDR 752 Departmental permission.

Offered: Summer

**APPENDIX B**

**FULL TIME FACULTY CURRICULUM VITA**

## CURRICULUM VITAE

Limor Pinhasi-Vittorio, Ph.D  
Associate Professor  
Coordinator of the Graduate Literacy Program  
[Limor.pinhasi-vittorio@lehman.cuny.edu](mailto:Limor.pinhasi-vittorio@lehman.cuny.edu)

### **HIGHER EDUCATION:**

#### A. Degrees

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree &amp; Major</u>	<u>Date Conferred</u>
<i>Hofstra University</i>	2000-2004	Ph.D. Literacy	December 2004
<i>New York University</i>	1997-1998	M.A. Special Education	May 1998
<i>Seminar A kibbutzim</i>	1992-1996	B.ED Special Education and Hebrew Literature	June 1996

#### B. Additional Higher Education

##### ***Professional Development***

- Winter 2005- Aesthetic Education-Focus on Music- Lincoln Center Institute
- Summer 2005- Aesthetic Education- Focus on Dance- Lincoln Center Institute
- Summer 2006- Participation in Title V Faculty Development Program Improving Teaching and Learning: Action Research in Aesthetic Education
- Summer 2007- Aesthetic Education- Focus on collaboration with teachers, through imaginative learning- Lincoln Center Institute
- Summer 2009- Teacher Education and the K-12 Classroom-Workshop at Lehman College in Bronx, NY, through Lincoln Center Institute

### **EXPERIENCE:**

#### A. Teaching/Administrative Duties

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
<i>Lehman College</i>	09/10-present	Associate Professor	<i>Department of Counseling Leadership, Literacy, and Special Education</i>



<i>Lehman College</i>	01/05-09/10	Assistant Professor	<i>Department of Counseling Leadership, Literacy, and Special Education [Formerly known as the department of Specialized Service in Education]</i>
	08/07-Present	Coordinator of the <i>Graduate Program of Literacy Studies</i>	<i>Department of Counseling, Leadership, Literacy, and Special Education</i>
	09/04- 01/05	Instructor	<i>Specialized Services in Education</i>
<i>Bank Street College of Education, NY, NY</i>	01/04-05/04		Adjunct Instructor <i>Literacy Studies</i>
<i>Hofstra University, Hempstead, NY</i>	09/00- 05/04		Adjunct Instructor <i>Literacy studies</i>

B. Other

<b>Institution</b>	<b>Dates</b>	<b>Title</b>
<i>Whitestone Hebrew Centre, Whitestone, NY</i>	09/96- 06/05	Head Teacher Hebrew and Judaica Studies Developing and initiating lessons in all content areas. Focus on second language acquisition (Seventh-Grade)
<i>C.S. 92 700 East 179th St Bronx, NY</i>	09/98-06/00	Head Teacher Emotionally Disturbed Children MIS II Development and initiation

of lessons in all content areas  
(Focus on social and emotional interaction)  
(Fourth-fifth grades)

*The Broshim School,*  
Ramat-Aviv, Israel

03/95-06/96

Head Teacher  
Children with Behavioral Disorders  
Developed and initiated lessons in all content areas  
(Focus on social interaction and emotional aggression)  
(First- and eighth-grades)

B. Other (continue)

**Institution**

**Dates**

**Title**

*The Borochoy School,*  
Givatayim, Israel

09/94-02/95

Head Teacher  
Children with Learning Disabilities  
Developed and initiated lessons in all content areas  
(Sixth-grade)

Teacher of Reading Comprehension within the Mainstream Population  
(Sixth-grade)

CERTIFICATIONS AND LICENSES HELD:

New York State Teacher Certification  
New York City Teacher Certification

ACADEMIC AND PROFESSIONAL HONORS:

09/00- 05/02

*Hofstra University, NY*  
*Department of Literacy Studies*  
Full-Time Doctoral Research Fellow

*IMPACT II Teacher Network Award (October 1999)*

Guest reviewer of the topical issue of *Reading and Writing Quarterly* on the education of students with disabilities in juvenile correction facilities. Published in (April-June, 2008) Vol 1, 24 issue (2)

PUBLICATIONS: (Last five years only)

**Book Chapters:**

**Pinhasi-Vittorio, L.** (2009). Facing my chair forward; How Markus embraced literacy. E.S Israel [Ed]. *Literacy Breakthroughs: One Child at a Time*. Jossey-Bass

**Journals:**

Pinhasi-Vittorio, L. (2018). Writing, sharing, and healing: the interplay of literacy in the healing journey of the recovering from substance abuse, *Journal of Poetry Therapy*, DOI: 10.1080/08893675.2018.1504668 <https://doi.org/10.1080/08893675.2018.1504668>

\*Ben-Yosef, E., & **Pinhasi-Vittorio, L.** (2016). Word-slam stories as venues for stimulating learning and developing agency with urban high school students. *The Qualitative Report (TQR)* 21 (3) 489-498 (**Pinhasi-Vittorio 50%**)

Gulla, A., **Pinhasi-Vittorio, L.** & Lehnerquam, A (Fall, 2015). Professional Development in Education: Pushing the Boundaries of Possibility. *LEARNing Landscapes* 9(1), 101-117

Gulla, A., **Pinhasi-Vittorio, L.** & Lehnerquam, A (December, 2014). Inquiry and Creativity in Teacher Education: Fostering Dialogue Between Teacher Educators and Arts and Sciences Faculty. *Herbert Lehman library news Letter*

**Pinhasi-Vittorio, L.** & Ben-Yosef, E. (Winter, 2014). A Quest for re-scripting the narrative of education failure: Initial steps in a journey. *Journal of Radical Pedagogy*. 11 (1) ISSN: 1524-6345.  
[http://www.radicalpedagogy.org/radicalpedagogy.org/A\\_Quest\\_for\\_Re-Scripting\\_the\\_Narrative\\_of\\_Education\\_Failure\\_Initial\\_Steps\\_in\\_a\\_Journey.html](http://www.radicalpedagogy.org/radicalpedagogy.org/A_Quest_for_Re-Scripting_the_Narrative_of_Education_Failure_Initial_Steps_in_a_Journey.html)

**Pinhasi-Vittorio, L.** & Vernola, S. (Spring, 2013). The arts to encourage multiple perspectives and promote social justice. *Journal of Language and Literacy Education*, 9(1), 54-72. Also available at <http://jolle.coe.uga.edu/wp-content/uploads/2013/05/The-Arts-to-Encourage-Multiple-Perspectives.pdf>. (**Pinhasi-Vittorio 95%**)

\*Ben-Yosef, E., **Pinhasi-Vittorio, L.** (December, 2012) Possibilities Inherent in a Learning-Centered Pedagogy: Accessing and Leveraging the Richness of Human Capacities, *Encounters Education for Meaning and Social Justice* (**Pinhasi-Vittorio 50%**)

**Pinhasi-Vittorio, L.** (July, 2011). Changing our perception: Using critical literacy to empower the marginalized. *Theory in Action* 3(4) 122-135

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**Pinhasi- Vittorio, L. & Ben- Yosef, E.** (2010, May) *A Quest for equalizing educational opportunities: Envisioning meaningful Learning across time, space and modalities.* Proceedings of AERA; American Education Research, Denver, Colorado (**Pinhasi-Vittorio 50%**)

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\* Names appear in alphabetic order

Gulla, A., **Pinhasi-Vittorio, L.** & Zakin, A. (2009. April 29). Exploring relationships between aesthetic education and writing across the curriculum using poetry. *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing*, 6. Retrieved April 29, from [Http://wac.colostate.edu/atd/articles/gullaetal2009.cfm](http://wac.colostate.edu/atd/articles/gullaetal2009.cfm) (33.33% Gulla, 33.33% Pinhasi-Vittorio, 33.33% Zakin)

\*Massa, J. & **Pinhasi-Vittorio, L.** (2009). Critical literacy development in action. *Theory in Action* 2 (2) 45-61 (50% Massa, **50% Pinhasi-Vittorio**)

**Pinhasi-Vittorio, L.** (2009). Inviting Social Justice through Literacy: creating a change using the critical questionings and using the language of power. *Theory in Action* 2(2), 19-33

**Pinhasi-Vittorio, L.** & Martinsons, B. (Winter, 2008). Women in transition from prison: Class, race and collaborative literacy. *Radical Teacher*, 83, 30-36.(70% Pinhasi-Vittorio, 30% Martinsons)

\*Ben-Yosef, E. & **Pinhasi-Vittorio, L.** (October 2008). Raising voices through the arts: Creating spaces for writing for marginalized groups of women. *Perspectives: The New York Journal of Adult Learning*, 7 (83), 3-16 (50% Ben-Yosef, **50% Pinhasi-Vittorio**)

**Pinhasi-Vittorio, L. (2008).** Poetry and prose in the self perception of one man who lives with brain injury and aphasia. *Topics In Stroke Rehabilitation*, 15(3), 288-294.

**Pinhasi-Vittorio, L. (2007).** A case description of the role of written language in the rehabilitation process of brain injury and aphasia: The memory of the movement in the re- acquisition of language. *Topics In Stroke Rehabilitation*, 14(1), 115-122.

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\* Names appear in alphabetical order

## UNPUBLISHED WORK:

**Pinhasi-Vittorio, L.** Finding Room for Creativity in the ELA Common Core Standards through Embodiment and Other Acts of Imagination

Pinhasi-Vittorio, L. (reviewing data) the role of journaling and reflection on identity and learning with reluctant students.

Pinhasi-Vittorio, L. (In progress). The role of multiple drafts and peer-editing in the development of writing: A close look into an advanced writing workshop for teachers.

Pinhasi-Vittorio, L. (In progress). Non- predominant minorities in Education; an Israeli perspective on literacy acquisition

## PH.D. THESIS TITLE:

*Rediscovering Language: The Interplay of Language in the Rehabilitation Process from Brain Injury and Aphasia*

## PRESENTATIONS, REFEREED:

Using literacy as a vehicle for women recovering from substance abuse at *WE LEARN: Women Expanding Literacy Education Action Resource Network- Raising women self-esteem.*, Bronx, New York, April 30, 2016

The power of education research for innovation in practice and policy-“Teach Us to Teach You”: Research for re-scripting educational failure at the *American Educational Research Association (AERA): The Power of Education Research for Innovation in Practice and Policy* Philadelphia, Pennsylvania, April 3 - April 7, 2014, (with Ben-Yosef)

Re-Scripting the Narrative of Education Failure: Opening possibilities for school success using multimodal literacies and technology at the *Global Learning Alliance Conference, GLA*, Columbia University, Teacher College April 9- 10, 2014

Presenting evidence of Me: Opening new possibilities of learning through word-slam at the *35<sup>th</sup> Annual Ethnography Education Research Forum; The Ethnographic Imagination: Arts, Multimodality, and Pedagogies of the Possible*, University of Pennsylvania, Philadelphia, PA, February 28-March 1st, 2014 (with Ben-Yosef)

The Pre-requisite for literacy learning; Re-scripting the narrative of education failure. *Whole Language Umbrella Literacies for All Summer Institute* (July 19<sup>th</sup>, 2013). *Hofstra University, NY: Hempstead Long Island*

*Teach Us to Teach you: An Alternative Approach to Teaching and Learning with Struggling Inner-City High School Students* at the *34<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education*, University of Pennsylvania, Philadelphia, PA, February 22-23, 2013 (with Ben-Yosef)

*Envisioning New Possibilities: Integrating literacy across curricular areas through the arts* at the 2010 National English Teacher Association Annual Convention (NCTE), Orlando, Florida November 18-21, 2010 (with Ben Yosef)

*Navigating the gaps: supporting teachers candidates in exploring connections between literacy and inquiry through the arts* at the 2010 National English Teacher Association Annual Convention (NCTE), Orlando, Florida November 18-21, 2010 (with Gulla, Snyder and Mazzaroppi)

*A Quest for equalizing educational opportunities: Envisioning meaningful Learning across time, space and modalities* at the American Educational Research Association (AERA), Denver, Colorado, April 30- May 4, 2010 (with Ben-Yosef)

*Rethinking education in a diverse world: Inclusion through the arts* at the 31<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education, University of Pennsylvania, Philadelphia, PA, February 26-27, 2010 (with Ben-Yosef and Hadash)

*Building a bridge from belief to practice: The arts as social justice in teacher education* at the 31<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education, University of Pennsylvania, Philadelphia, PA, February 26-27, 2010 (with Gulla)

*Promoting critical thinking, literacy, and imagination through art and poetry* at the Annual meeting of Association of Teacher Educators (ATE), Chicago, IL, February 13-17, 2010 (with Zakin, Gulla, Deveaux and McNamee)

*Using the arts to promote literacy through poetry* at New York Association of Colleges for Teachers Education, Saratoga Springs, New York, April 22-24, 2009 (with Deveaux, and Zakin)

*Changing things as they are: Promoting social justice through encounters with the arts* at the 30<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education, University of Pennsylvania, Philadelphia, PA, February 27-28, 2009 (with Gulla)

*Crafting words and voice: a way to develop writing within in-service and pre-service teachers and their students* at The One Voice Institute of Elemental Ethics and Education, Westchester /Marriot Hotel, Tarrytown, New York, November 14-16, 2008

*Imagine a box to think outside of: Unlearning oppression through bringing imagination into our work* at New York Association of Colleges for Teachers Education, Saratoga Springs, New York, April 16-18, 2008 (with Deveaux, Gulla, Kreminitzer, Saravia-Shore, Todaro, McNamee and Zakin)

*Negotiating Meaning and Power: Literacy in the lives of women in transition after incarceration* at the 5<sup>th</sup> We Learn Annual (Net) Working Conference on Women & Literacy, New York, NY March 7-8, 2008 (with Martinsons)

*Literacy through the arts: A different way for teachers to create an open dialogue in class, promoting multiple ways of understanding and construing a text*, at Hawaii International Conference on Education, Honolulu, Hawaii, January 5<sup>th</sup> -8<sup>th</sup>, 2008

*Impact of a semester-long writing workshop on pre-service teachers' attitudes toward writing and subsequent writing instruction during student teaching*, at The 57<sup>th</sup> National Reading Conference, Austin, Texas, November 28<sup>th</sup> 2007 (with Qian and Tao)

*Scaffolding literacy: Multilingual approaches to fostering reading comprehension in linguistically* at NE-NAME's 12<sup>th</sup> Annual Conference, Connecticut, October 11<sup>th</sup> 2007 (with Harushimana, Bookman)

*Using the literacy education problem to validate domain specificity of In-service literacy teachers' epistemological beliefs* at the American Educational Research Association, Chicago, IL, April 10<sup>th</sup> 2007 (with Qian and Tao)

*Confronting our own invisibility: The rhetorical dilemmas of invisible minorities teaching literacy in urban educational settings; From being a majority in Israel to Being a minority in the United States of America* at the 58<sup>th</sup> Annual Convention of the Conference on College Composition and Communication, New York, NY. March 22<sup>nd</sup> 2007 (with Harushimana)

*Poetry as a tool to empower women who are in transition after incarceration* at the 4th We Learn Annual (Net)Working Conference on Women & Literacy, Threads of Experience: Creative Spaces for Women's Learning, Northeastern University, Boston, MA. March 9<sup>th</sup> 2007

*The Deconstruction of [In] competency: assessment of adolescents with learning disabilities and aphasia* at World Congress on Learning Disabilities. Boston, MA October 27<sup>th</sup> 2006

*The Invisible light: What new teachers need to know about invisible minorities in urban education* at The New Educator: Building and Sustaining Learning Communities in Challenging Times, The City College of New York. October 21<sup>st</sup> 2006 (with Harushimana and Marquez)

*Invisible minorities and schooling: A shared narrative of Burundian and an Israeli teacher educators;* at the Second Annual International Symposium Urban Education and International Learning, D'Youville College, Buffalo, New York. April 2006 (with Harushimana)

*My words are not really who I am; An ethnographic research of written and oral process in the lives of individuals who experienced brain injury and loss of language* (NCTE), Indianapolis, IN, November 18-23, 2004

*An ethnographic study of one person who experience brain injury and lives with aphasia* at National Reading Conference, Scottsdale, Arizona, December 2003

*An ethnographic study of the lives of individuals who suffered from brain injury and language loss* at Annual Ethnography in Education Research Forum, University of Pennsylvania PA. March 2003

*Reader's theater presentation* at Annual Ethnography in Education Research Forum, University of Pennsylvania PA, March 2002

PRESENTATIONS, INVITED:

*Inquiry and Creativity in Education: Fostering Dialogue Between Teacher Educators and Arts and Sciences Faculty*, Morehead State University, February 2015

*Using Aesthetic Education as a tool to promote and motivate literacy for ALL learners* at the 19<sup>th</sup> Summer Literacy Institute, Adelphi University, Garden City, Aug 11-15, 2008

*Literacy and its role as inclusive instruction in the United States and Israel* at the national meeting of Israel's Board of Education, Tel Aviv, Israel, January, 2007

*World symposium on interventions for reading disabilities; Literacy and inclusion in Israel* at World Congress on Learning Disabilities. Boston, MA October 26th, 2006

*The Interplay of language in the rehabilitation process from Brian Injury and aphasia;* at the Doctoral Research Colloquium in Literacy Studies, Hofstra University, Hempstead, New York, March 2005

*Inclusion in Israel;* at the International Seminar of Inclusion Education, Sao Paulo, Brazil, August, 2001

CURRICULUM MATERIALS:

New course developed Literacy across content areas

Creating a Dual Certification Program; in Literacy and Special Education.

Adopting a new course to adhere to the Common Core of New York State.

New course developed and implemented: EDR 605 Professional Development Writing Workshop

Prepared, submitted and successfully passed the National Council Accreditation of Teaching Education (NCATE), specifically Literacy Standard Program Alignment (SPA)

COURSES TAUGHT:

Lehman College/CUNY:

EDR 605 Advanced Writing Workshop

EDR 701 Language and Literacy Acquisition and Development of Young Children



EDR 702 Language and Literacy Acquisition and Development of Elementary School Children

EDR 703 Language and Literacy Acquisition and Development of Secondary School Children

EDR 751 Literature- Based Literacy Programs in Early Childhood Education

EDR 752 Literature- Based Literacy Programs in Elementary Childhood Education

EDR 753 Literature- Based Literacy Programs in Secondary Childhood Education

EDR 765 Perspectives on Literacy

EDR 767 Project Seminar: Research on Literacy part I

EDR 768 Project Seminar: Research on Literacy part II

Bank Street College of Education; 01/04-05/04

EDUC 563: The teaching of Reading, Education (CHDS) Writing and Language Arts, K-3

Hofstra University: 09/00- 05/04

Undergraduate courses:

Reading 11; Reading Workshop  
Reading 12; Advanced Reading Workshop

Graduate courses:

Lyst 251; Children and Adolescents as Ethnographers in Communities and Schools  
Lyst 220; Literature in the Lives of Young Students  
Lyst 210; Introduction to Literacy Studies

GRANTS RECEIVED:

**Multiple**

Professional Development and Common Core State Standards Alignment Initiative for Arts and Sciences Faculty. Recipient \$ 5,000

*Countess Moiera Foundation* Teach us to teach you An alternative approach to teaching and learning with struggling Inner-City high school students - *submitted* \$50, 000

2008-2009: PSC CUNY grant: Aesthetic Education and the Scholarship of teaching. \$5,300 (with Gulla)

## **Individual**

2012-2013 Faculty Scholarship Teach us to teach you: An alternative approach to teaching and learning with struggling Inner-City high school students. Recipient of \$1,000

2007-2008: WAC, Writing Across the Curriculum. \$1,300 Professional Development

2004-2005: PSC CUNY grant; The Interplay of Poetry and Writing as an Automatic Process with Young Adult who are Incarcerated. \$4,000

## **SERVICE:**

### **Department**

Coordinator of the Graduate Program of Literacy Studies; 2007 -Present

Program recruitment and advisement; 2004- Present

- Providing advisement for all graduate students in the Literacy Graduate program
- Providing mentoring for current teacher candidate as well as for alumni
- Actively engage in recruitment for the Graduate literacy Program: initiating open houses and information sessions
- Preparing and re-writing National Accreditation Report for the SPA in Literacy
- Developing a dual certification program in Literacy and Special education
- Created program change in several courses to adhere to Common Core in New York State.

P&B committee; 2008- present

Chairing a search committee for a literacy line- 2015-2016

Member in the search committee of the Institute of Literacy Studies (ILS) 2014-2016

Member in the search committee of Special Education Program 2015-2016

Prepared and submitted and successfully passed the NCATE, specifically Literacy SPA 2014-2017

Prepared and submitted and successfully passed the NCATE, specifically Literacy SPA; 2007-2009

Educational Leadership search committee, member; 2007-2008

Department Curriculum Committee, chair; 2004- Present

Department Grade Appeal Committee, Member; 2005-2009, Chair; 2009-2011

### **School**

- Member in the search committee of the Institute of Literacy Studies (ILS) 2014-2016
- Providing literacy support for teachers from Bronx Early College Academy; 2006-2008
- Aesthetic Educational partnership with Lincoln Center Institute, participating member; 2005- 2007
- Member of the search committee for a director position for the literacy institute
- Member of the Educator Preparation Policy Council (EPPC)
- Member of the Aesthetic Education Group
- Member of NCATE assessment group

### **College**

- Departmental liaison to the Leonard Leif Library; 2005- 2009
- Writing Across the Curriculum
- Task force for re-appointment and tenure committee 2012-2014
- Member of the Travel Cross Campus travel Committee

### **University**

- Organized a literacy common Core Colloquium- *Innovation: "Create, Present, Respond"*—Authentic Assessment of Creative Work Jennifer Anderson and Heather McLeod [first in a series that explore the role the arts play in teaching and learning]
- Aesthetic education research group member
- Organized and convened a literacy Colloquium
- Development of two 2-hour workshops to support Lehman College's Arts and Humanities; Natural and Social Science; Library; and Education faculty who work with teacher candidates and undergraduate students in finding opportunities for inquiry-based learning and creativity within the context of the Common Core State Standards (CCSS).

### **Community**

- *Providing two days' workshop in Morehead state, Kentucky* for in- service teachers and faculty focusing on inquiry-based learning and creativity within the context of the Common Core State Standards (CCSS)
- Reviewer of a manuscript For A peer review journal *The New Educator*. The article "Visual Culture in the elementary school classroom; moving" from box store commodities to out-of-the-box thinking

- Providing guidance and support for teachers and students in the high schools in the Bronx
- An invited reviewer for a peer review journal *TESOL* (Teachers of English to Speakers of Other Languages) the article; I'm a Poet? International doctoral students at an American University.
- An invited reviewer for a peer editing book "Integrating art and reading: teaching comprehension through the arts" Book Publisher Crowin
- Outside reviewer of Certificate of Continuing Employment (City University of New York)
- Chairing a roundtable session at the AERA 2010 Annual Meeting
- Conducting literacy workshop with a group of substance abused women and their young children
- Volunteered to conduct a writing workshop with a group of women who have been released from Prison
- Volunteered to work in *The Bill and Melinda Gates Foundation; The Circle of Children Project* (initiatives established by the *International Center for Everybody's Child (ICEC)*- providing effective ways of supporting both children and teachers in schools located in emergency situations in global contexts)

## MEMBERSHIP AND LEADERSHIP POSITIONS IN PROFESSIONAL SOCIETIES

National Council of English Teachers, (NCTE)

American Educational Research Association, (AERA)

Active Member of Special Interest Group: Critical Educator for Social Justice Committee

Volunteer to review and chair the SIGs of *Critical Educator for Social Justice* and *Writing and Literacy* in the 2010 AERA Annual Meeting

International Literacy Association, (ILA)

Member of Special Interest Group: International Partnership for Critical Thinking and Active Learning- Member

# Jennifer Van Allen

Jennifer.VanAllen@lehman.cuny.edu

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## EDUCATION

### **Doctor of Education**, August 2016

University of Central Florida, Orlando, Florida

Emphasis Areas: Reading Education, Digital Literacies

Dissertation: *Internet Reading and Learning in a Guided Reading Context*

Advisor: Dr. Vicky Zygoris-Coe

### **Master of Education**, May 2010

University of Central Florida, Orlando, Florida

Major: Teacher Leadership

Specialization: Curriculum and Instruction

### **Bachelor of Science in Elementary Education**, December 2002

University of Central Florida, Orlando, Florida

Major: Elementary Education

Minor: Psychology

### **Professional Certifications**

Marzano Teacher Evaluation Observer

Florida Department of Education Teaching Certificate:

- Elementary Education (K-6) Certificate
- English Speakers of Other Languages (ESOL) (K-12) Certificate
- Reading Endorsement

## TEACHING EXPERIENCE

### **Postsecondary Experience**

**Lehman College**, Bronx, NY

Fall 2016-present

Department of Counseling, Leadership, Literacy, and Special Education

Assistant Professor of Literacy

Program Coordinator of Literacy Studies

Summer 2017-Fall 2018

- EDR 702: *Language and Literacy and Development of Early Childhood and Childhood* (3 credit hours-graduate level)
- EDR 703: *Language and Literacy and Development of Middle Childhood and Adolescence* (3 credit hours-graduate level)
- EDR 529: *Language, Literacy, and Educational Technology* (3 credit hours-graduate level)
- EDR 722: *Assessing and Evaluating Language and Literacy Development of Early Childhood and Childhood* (3 credit hours-graduate level)
- EDR 723: *Assessing and Evaluating Language and Literacy Development of Middle Childhood and Adolescence* (3 credit hours-graduate level)
- EDR 731: *Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education* (3 credit hours-graduate level)

- EDR 733: *Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education* (3 credit hours-graduate level)
- EDR 765: *Perspectives of Literacy* (3 credit hours-graduate level)
- EDR 605: *Professional Writing for Educators* (3 credit hours-graduate level)
- EDR 767: *Project Seminar: Research on Literacy I* (3 credit hours-graduate level)
- EDR 768: *Project Seminar: Research on Literacy II* (3 credit hours-graduate level)

**University of Central Florida, Orlando, FL**

Fall 2015

Adjunct Professor

- RED 3012: *Foundations of Reading Instruction* (3 credit hours-undergraduate level)
- Redesigned course to incorporate hands-on data analysis of urban student data and student profiles
- Created an environment to reflect, collaborate, and problem-solve about authentic reading problems and the instructional demands in an urban setting

## **K-12 Experience**

**Riverside Elementary, Orlando, FL**

2014-2016

*Literacy Coach*

- Mentored and coached teachers at all grade levels, with a focus on beginning teachers
- Provided school-wide support on new educational standards
- Assisted teachers with planning effective, rigorous standards-based literacy lessons
- Facilitated professional learning opportunities for teachers, including initial professional development sessions and group and individual follow-up
- Assisted with assessment planning, development, and monitoring
- Worked with struggling Tier 3 students

*Multi-Tiered Systems of Support (MTSS) Coach*

- Initiated problem-solving team meetings, including teachers and parents to develop individualized learning plans for struggling students
- Analyzed individual student data
- Designed interventions for Tier 2 and 3 students
- Managed school-wide interventions and support for Tier 2 and 3 students

**Orange County Public Schools District Office, Orlando, FL**

2013-2014

*Elementary ELA Instructional Coach*

- Modeled classroom lessons in ELA, including the integration of digital tools
- Designed and facilitated online professional development opportunities on best practices with the Elementary ELA block, FAIR-FS administration, and Summer School training
- Conceptualized, implemented, and facilitated numerous district-wide professional development for teachers on the state standards, effective reading strategies, and best practices in Elementary ELA classrooms
- Designed and wrote district curriculum documents to support teachers in grades K-5
- Coordinated district-wide summer reading camp for grades K-3
- Served as district contact for FAIR and FAIR-FS administration and data analysis.
- Assisted in the design and writing of district reading benchmark assessments.
- Coached and mentored school-based literacy coaches in data analysis, coaching practices, and monitoring literacy classrooms at focus schools within OCPS

**Mollie Ray Elementary, Orlando, FL**

2010-2013

### *Literacy Coach*

- Supported and monitored school wide reading instruction resulting in 85% of students meeting the writing standard on the 2011 FCAT Writing assessment and 79% of the Lowest 25% making learning gains on the 2012 FCAT Reading assessment
- Responsible for analyzing student data to assist in the development of teachers and staff.
- Conceptualized, implemented, and facilitated professional development workshops for teachers on best practices in guided reading instruction, Imagine It curriculum, Webb's Depth of Knowledge, Marzano, differentiated instruction, and the Smart 7 Reading strategies
- Provided Professional Learning Community trainings on deconstructing standards, FAIR test administration, FAIR data analysis, intervention lessons for Early Interventions in Reading and Corrective Reading, and 4<sup>th</sup> grade writing scoring
- Guided book studies on *Comprehension Connections* by Tanny McGregor, *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel Beck, *Text Complexity: Raising Rigor in Reading* by Frey, Fisher, and Lapp, and *Guided Reading: Good First Teaching for All Children* by Fountas and Pinnell
- Modeled the core reading program (Imagine It) lessons, guided reading group lessons, writing mini-lessons, and writing conferences for PLC's and individual teachers
- Mentored novice teachers, providing support in lesson planning and classroom management techniques
- Coordinated family literacy night, 4<sup>th</sup> grade writing night, and family science night

### *Response to Intervention (RtI) Coach*

- Initiated problem-solving team meetings with teachers and parents to provide tier 2 and tier 3 support to individual students through the RtI process
- Conceptualized and facilitated professional development workshops to teachers on the Response to Intervention process
- Provided tier 2 and 3 support to struggling readers

**Cheney Elementary, Orlando, FL**

2003-2010

*Second Grade Teacher/Team Leader*

*Fourth Grade Teacher/Team Leader*

- Provided academic instruction and planned engaging and interactive lessons for full inclusion classrooms.
- Increased the oral reading fluency of second grade students by an average of two grade levels.
- Led an instructional planning workshop focusing on vertical and horizontal alignment between grade levels on the Next Generation Sunshine State Standards and curriculum night planning.
- Provided direction to colleagues as grade level chair and coordinated grade level activities such as field trips.
- Served as a member of the Parent Teacher Association and coordinated activity nights such as Milk, Cookies, and Books.
- Served as a member of the bully prevention team and created lessons plans for teachers on team building and classroom meetings.
- Supervised student teachers, giving positive feedback and diplomatic suggestions for improvement.

## **PUBLICATIONS**

**Van Allen, J., & Zygouris-Coe, V.** (Accepted). Supporting the development of elementary school students' online research and comprehension skills through a reframed guided reading framework. *Journal of Literacy and Technology*.

- Van Allen, J.** (2017). How to support online research and comprehension in the content areas. *Reading in the Middle*, 9(1), 2-7. Retrieved from [http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading\\_in\\_the\\_middle\\_2017.pdf](http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading_in_the_middle_2017.pdf)
- Blanch, N., Forsythe, L., Roberts, S., & **Van Allen, J.** (2017). Reigniting writers: Using the elementary literacy block to support authentic writing experiences. *Childhood Education*, 93(1), 48-57. doi: 10.1080/00094056.2017.1275238
- Van Allen, J.** (2016). Student engagement in online research and comprehension through guided reading. *American Reading Forum Yearbook*, 36 [Online]. Retrieved from [http://www.americanreadingforum.org/yearbook/16\\_yearbook/papers/Teaching\\_Online\\_Research\\_and\\_Comprehension\\_Skills\\_through\\_Guided\\_Reading.pdf](http://www.americanreadingforum.org/yearbook/16_yearbook/papers/Teaching_Online_Research_and_Comprehension_Skills_through_Guided_Reading.pdf)
- Van Allen, J.** (2016). Book review: Crafting digital writing: Composing texts across media and genres. *Reading in the Middle*, 8(1), 9-11. Retrieved from [http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading\\_in\\_the\\_middle\\_newsletter\\_final\\_2.pdf](http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading_in_the_middle_newsletter_final_2.pdf)
- Van Allen, J.** (2016). Developing digital literacy skills through guided reading instruction. *Florida Reading Journal*, 51(1), 16-21.

## PRESENTATIONS

- Van Allen, J., & Spencer, K. (2018, October). *Using student think alouds to foster collaborative, multimodal discussions*. Presentation at the New York State Reading Association 2018 Conference, Syracuse, NY.
- Van Allen, J. (2018, July). *Supporting students' online research and comprehension skills*. Presentation at International Literacy Association 2018 Conference, Austin, TX.
- Van Allen, J. (2018, April). *Tools for designing collaborative online learning experiences*. Presentation at Bronx EdTech Showcase, Bronx, NY.
- Van Allen, J. (2018, April). *Empowering learners through Internet Inquiry*. Presentation at the University of Central Florida 20<sup>th</sup> Annual Literacy Symposium, Orlando, FL.
- Van Allen, J. (2017, November). *Instructional strategies for building students' online research and comprehension skills*. Presentation at New York State Reading Association 2017 Conference, Saratoga Springs, NY.
- Van Allen, J. (2017, July). *Guided reading in an online world*. Presentation at the International Literacy Association 2017 Conference, Orlando, FL.
- Van Allen, J. (2017, January). *Building success for Lehman's students using an RtI (Response to Intervention) approach*. Presentation at 2017 Lehman's School of Education Retreat, Bronx, NY.



- Van Allen, J. (2016, December). *Internet reading and learning within a guided reading context*. Presentation at the American Reading Forum 2016 Conference, Sanibel, FL.
- Van Allen, J. (2016, April). *Guided reading in a world of connectivity*. Presentation at the University of Central Florida 18<sup>th</sup> Annual Literacy Symposium, Orlando, FL.
- Van Allen, J. (2015, December). *Student engagement in online research and comprehension through guided reading*. Presentation at the American Reading Forum 2015 Conference, Sanibel, FL.
- Van Allen, J., Forsythe, L., & Blanch, N. (2015, October). *Navigating rough waters: Writing adventures within the literacy block*. Presentation at the Florida Reading Association 53<sup>rd</sup> Annual Conference, Orlando, FL.
- Van Allen, J., & Reyes, J. (2015, October). *A sea of science in the elementary literacy block*. Presentation at the Florida Reading Association 53<sup>rd</sup> Annual Conference, Orlando, FL.
- Kelly, S., & Van Allen, J. (2015, January). *Cultivating curiosity as a means of closing the achievement gap*. Presentation at the Secondary Reading Council of Florida 20<sup>th</sup> Annual Conference, Jacksonville, FL.
- Van Allen, J., Forsythe, L., & Twyman, C. (2014, December). *Shifting perspectives on children's literature*. Presentation at the American Reading Forum 2014 Conference, Sanibel, FL.
- Van Allen, J. & Kelly, S. (2014, October). *The marriage between guided reading and Common Core*. Presentation at the Florida Reading Association 52<sup>nd</sup> Annual Conference, Orlando, FL.
- Van Allen, J., & Kelly, S. (2014, April). *The role of guided reading in the CCSS classroom*. Presentation at the University of Central Florida 16<sup>th</sup> Annual Literacy Symposium, Orlando, FL.

## **PROFESSIONAL DEVELOPMENT**

### **Facilitated**

- Van Allen, J. (2018, January – May). *Developing Students' Online Research and Reading Skills*. Multiple presentations and staff development at PS 304, Bronx, NY.
- Van Allen, J. (2017, November). *Graduate Writing Expectations in Literacy Education Workshop*. Presentation to Academic Center for Excellence Writing Tutors, Bronx, NY.
- Van Allen, J. (2014, October). *How to Administer Florida Assessments for Instruction in Reading-Florida Standards*. Online course facilitator at Orange County Public Schools, Orlando, FL.
- Van Allen, J. (2014, September). *How to Administer Florida Assessments for Instruction in Reading-Florida Standards Assessment*. Presentation at Orange County Public Schools, Orlando, FL.
- Van Allen, J., & Conti, N. (2014, January). *Common Core State Standards English/Language Arts Grades K-5 Black Belt Training*. Presentation at Orange County Public Schools, Orlando, FL.
- Van Allen, J. (June 2014). *Guided Reading Framework*. Presentation at Orange County Public Schools, Orlando, FL.

Van Allen, J. (June 2014). *Best Practices for the Literacy Block*. Online course facilitator at Orange County Public Schools, Orlando, FL.

## **SERVICE**

### **University**

Department Library Liaison, August 2018-present

Lehman College Student Research Advisory Board, August 2018-present (2 years)

Senate Library, Technology, & Telecommunications Committee, April 2018-present (2 years)

Lehman College, Literacy Studies Program Coordinator, August 2017-August 2018

- Wrote accreditation report for CAEP program review
- Advised program candidates
- Reviewed program applications
- Facilitated program information sessions for prospective students

### **Professional**

Guest Speaker for Doctoral Course at the University of Central Florida, June 2018

American Reading Forum Yearbook Manuscript Reviewer, March 2018- present

American Reading Forum Graduate Student Conference Proposal Reviewer, September 2017-present

American Reading Forum Board of Directors, February 2017-present

Florida Reading Association Board of Directors, August 2015-August 2016

- *Newsletter Editor*-Published the FRA newsletter four times a year

Central Florida Literacy Council Board of Directors, August 2015-August 2016

Literacy, Research, and Instruction (Journal), Guest Reviewer, August 2014-August 2016

Orange County Public Schools (OCPS), Textbook Adoption Committee member, 2013

## **AWARDS**

Steward Travel Award, CUNY Academy for the Humanities and Sciences, 2018

American Reading Forum (ARF) Graduate Student Scholarship, 2015

Target Grant Award Recipient, Orange County Public Schools, 2010

Teacher of the Year Nominee, Cheney Elementary, Orange County Public Schools, 2010

## **AFFILIATIONS**

### **National and International**

- International Society for Technology in Education (ISTE), 2017-present

- International Literacy Association (ILA), 2013-present
- American Reading Forum (ARF), 2014-present
- Association of Literacy Educators and Researchers (ALER), 2015-present

### **Regional, State, and Local**

- New York State Reading Association (NYSRA), 2016-present
- Florida Reading Association (FRA), 2014-2016
- Secondary Reading Council of Florida (SRCF), 2014-2015
- Central Florida Literacy Council (CFLC), 2015-2016

## Part Time Faculty CV

**Diana Drake Behan**  
31 Woodland Trail  
Carmel, New York 10512  
845-225-1979

### **Education**

National Board-Certified Teacher: Literacy  
Lehman College, City University of New York: M.S. in Education: Literacy – 1988  
Louisville Theological Presbyterian Seminary, Louisville, Kentucky: Master of  
Divinity – 1972  
Maryville College, Maryville, Tenn.: B.A. Major: Religion and Philosophy Minor: Education –  
1969

### **Teaching Experience**

NYC DOE Consultant PS 369: Bronx 2013-2015  
NYC DOE Mentor Teacher PS 369 2014-2015  
**PUBLIC SCHOOL 23: BRONX, NEW YORK (TRANSFERRED TO PS 23 FROM PS 257/51 WITH PRINCIPAL)**  
Literacy Coach 8/2003-2013  
Literacy Staff Developer 2/1996-8/2003  
Literature Cluster 9/1992-2/1996  
Mentor Teacher 9/1992-6/1995  
Lehman College, City University of New York  
Adjunct Lecturer 1989-present  
Elementary Education: Children's Literature Graduate Course  
Specialized Services in Education: Graduate Level Courses  
Reading Curriculum Birth-12  
Literacy Assessment Birth-12  
Reading Practicum  
Children's Literature K-6  
Continuing Education Instructor  
Paraprofessional Course I  
Paraprofessional Course II  
Literacy Course for First Year Teachers  
Developed and Co-Authoring Kindergarten Social Studies Curriculum Unit for NYC District 10  
District Ten After School Staff Developer 1996-8  
Public School 51: Bronx New York (PS 51 was an annex to PS 257)  
Staff Developer 9/1991-8/1992  
Public School 257: Bronx, New York  
Literacy Cluster 9/1988-8/1991  
Public School 153: Bronx, New York  
Reading/Writing Teacher K-4 10/1987-8/1988  
Kindergarten Teacher 2/1986-10/1987  
New York City Catholic Schools  
First Grade Teacher 9/1983-1/1986  
Roosevelt Island Child Care Center: New York City  
Teacher and Administrative Assistant Director 1976-79  
Old Louisville Child Care Center: Louisville, Kentucky  
Director 1974-76

Wesley House Day Care Center: Louisville, Kentucky

Kindergarten Teacher 1972-74

Program Coordinator Parkhill Community Center: Louisville KY 1970-72

### **Continuing Education**

Region One Literacy Coach Network Meetings

Region One Academic Rigor Study Group

NYC Literacy Coach Training

ECLAS -2 Training

Voyager Passport Training

District Ten Staff Development Workshops

Learning Center Initiatives Curriculum Mapping Project

District Ten Literacy Frameworks Facilitator Training

District Ten Math Frameworks Training

District Ten Study Groups: Kindergarten Choice Time

Primary Literacy Standards

Intergrading Literature into Literacy Curriculum

Early Childhood Literacy Workshops

Word Walls / Word Study

Assessment Data

Literacy and Content Areas Subjects

Curriculum Mapping

Chris Baker: Children's Literature

Instructional Strategies for Reading

NYC Human Relations Workshops

NYC Parent Involvement Workshops

NYC ESL Training

NYC Jose P Training

NYC Violence Prevention Workshop

NYC Child Abuse Workshop

NYC Library Professional Development Days

NYC Social Studies Workshop

Lehman College Additional Graduate Courses

Study of Learning Disabilities

Literacy and the Arts

Teachers College Writing and Reading Project Workshops

Summer Institutes

Calendar Days

New York State Reading Association Conferences

NCTE Conferences and Workshops

Wright Group Guided Reading Workshops

Balanced Literacy Three Day Workshop

Phonemic Awareness and Phonics Workshop

Westchester / Putnam Reading Association Meetings and Workshops

University of Louisville: Urban Education and Urban Education Seminars

New York State Higher Education Teacher Training and Certification Conference

### **Certification**

National Board-Certified Teacher-Literacy  
New York State Permanent Reading License K – 12  
New York City Common Branch License  
New York City Early Childhood License  
New York City ESL Ancillary

### **Professional Organizations**

International Literacy Association  
New York State Reading Council

### **Workshops Developed and Lead**

Region One: NYC Dept. of Education – Literacy Academy Leader  
PS 23: Parent Workshops in Reading and Writing

Literacy Professional Development  
Using NY Common Core State Standards  
Curriculum  
ELA Standards  
Rubrics and Criteria Charts  
Children’s Literature  
Literature Circles  
Reader’s Theatre  
Literacy Assessment Tools  
Balanced Literacy  
ELA Tests and Test Preparation  
Curriculum Maps  
Parent / Teacher Programs

Study Groups  
Grade Level Curriculum  
Guided reading  
ELA Standards  
Reading and Writing Calendars  
Alternative Methods of Instruction  
Professional Book Discussions

District Ten New Teacher Workshops 1993-5

PS 153: Teaching with Literature  
Balanced Literacy  
Reaching Struggling Readers  
Integrating Literature into the Content Areas  
Professional Book Discussion Groups

PS 4: Literacy Workshop Series

PS 53: Literacy Workshop Series

Kent Primary School: Carmel, New York - Literacy Workshops

Ridge Road Elementary School: Rye Brook, NY- Assessment Workshop

Carmel Nursery School: Parent Literacy Workshops

Lehman College: Summer Literacy Institutes

After School Professional Study Groups

Assessment Based Literacy Instruction

Paraprofessional – Teacher Working Relationships

*Folktales Throughout the Curriculum*  
*Making Literacy Murals*  
*Making Literature Come Alive*  
Reed Memorial Library: Carmel NY – Parent Workshops in Literacy  
Parent Workshops: *The Kindergarten Adventure*  
*How to Make Reading and Writing a Family Affair*  
*Making Books with Children*  
*Reading Aloud Each Day*  
*Children's' Writing Stages*  
New York State Child Care Council: *Balanced Literacy Instruction in an*  
*Integrated Curriculum*  
Hudson River Presbytery: *Let's Get Excited About Teaching*





The Distance Education Format to a New or Registered Programs (if applicable) **Application for the Registration of Undergraduate and Graduate Programs<sup>1</sup> Leading to an Initial Classroom Teaching Certificate, Extension or Annotation**

This application is for New York degree-granting institutions seeking to register a new undergraduate or graduate program leading to an **initial classroom teaching certificate, extension or annotation**. Programs approved to award a master's degree would lead to initial and professional certification. If the proposal is for a program at the graduate level for a certification area that is new to the institution an [External Review](#) of the program will be required.



This application should NOT be used for the following types of program proposals:

- Programs Leading to Transitional-B or Transitional-C Certification;
- Programs Leading to Educational Leadership Certification;
- Programs Leading to Pupil Personnel Services Certification
- Revisions to Existing Registered Programs; or
- Programs Preparing Licensed [Professionals](#).

The application materials for those types of proposals can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register.html>

## Completing and Submitting Your Application

The Office is committed to a review of proposals within 30 working days of receipt. If a proposal is incomplete, or issues are raised, the contact person identified in the proposal will be informed of the specific questions. Once contacted, institutions have 30 working days to provide a comprehensive electronic response to the questions and resubmit the proposal. If the proposal is not resubmitted within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.

Detailed information about completing this application can be found within the **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs**: [Word](#) (200KB) [PDF](#) (865 KB)

### Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
  - CEO (or Designee) Signature Approval Form
  - This Application
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - External Review of Certain Degree Programs and Response (if applicable)
  - Application to Add
2. Create a separate PDF document for any required syllabi or CVs.
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail:  
Institution Name, Degree Award, and Program Title

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<sup>1</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

E.g., Subject: AAA College, New Program, Master of Arts in Teaching, Adolescent Education

**Program registration** is based on standards in the [Regulations](#) of the Commissioner of Education. Section [52.1](#) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.

Task 1. Institution and Program Information	
Institution Information	
<b>Institution Name:</b>  Institution Code (6 digits):  <i>The name and code of the institution should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	Lehman College, CUNY  33200
Institution Address:	Lehman College, City University of New York 250 Bedford Park Boulevard West
City:	Bronx
State/Country:	New York/ United States
Zip:	10468
<a href="#">Regents Regions:</a>	
Specify campus(es) of the institution where program is offered, if other than the main campus:  <i>The name and code of the location(s) should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	Lehman College
Specify any other additional campus(es) where the program is offered besides the ones selected above:	NA
If any courses will be offered off campus, indicate the location and number of courses and credits:	NA

If the program will be registered jointly with another institution, please provide the partner institution's name:	NA
--	----

**Program Information for New Programs**

<b>Program Title:</b>	Advanced Certificate in Literacy for Middle Childhood and Adolescence
<b><u>Degree Award:</u></b>	Advanced Certificate
<b><u>HEGIS code:</u></b>	0830.00
<b>Number of Credits*:</b>	18

If program is part of a dual degree program, provide the following information:

<b>Program Title:</b>	
<b><u>Degree Award:</u></b>	
<b><u>HEGIS code:</u></b>	

If the partner institution is non-degree-granting, see [CEO Memo 94-04](#)

<b>Section III. Contact Information</b>	
<b>Name of contact person</b>	Limor Pinhasi-Vittorio
<b>Title of contact person:</b>	Coordinator of the Literacy Graduate Program
<b>Telephone</b>	718-960-7205
<b>Fax:</b>	718-960-
<b>Email:</b>	Limor.pinhasi-vittorio@lehman.cuny.edu

\*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

## Task 2. Program Information and Sample Program Schedule

Please enter the requested information about the proposed program.

### 1. Program Format

Check all program scheduling and format features that apply: See format [definitions](#).

**a) Format:**  Day  Evening  Weekend  Evening/Weekend  Not Full-Time

**b) Mode:**  Standard  Independent Study  External  Accelerated  Distance Education

( to register a program with the Distance Education format submit a Distance Education Application for Teacher Education with this proposal)

**c) Other:**  Bilingual  Language Other Than English  Upper Division Program

### 2. Program Description and Purpose

**a)** Provide a brief description of the program as it will appear in the institution's catalog. Include the philosophy, purpose, and specific career objectives of the program.

*Answer:* 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 5-12 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.

**b)** Identify each initial or initial/professional certificate title for which the institution would like the authority to recommend as a result of registration of this proposed program. Be specific and identify each certificate title by name, i.e. Biology 7-12 initial/professional; Earth Science 7-12 initial/professional; 5-6 Extension initial/professional.

*Answer:* Advanced Certificate in Literacy Studies 5<sup>th</sup>-12<sup>th</sup> grade.

**c)** What is the documented need for this program?

*Answer:* In recent years, there has been increased demands for a program that will lead to an advanced certification in Literacy. Many of these requests come from potential candidates who already possess a master degree and initial or professional certification in other subject areas; therefore, they are not looking for a master's degree program. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment.

The demands for this program increased due to substantial low passing rate 32% on the English regent test. For example, over the last three years only 14% of the students in the Bronx were deemed college ready. (New York City DOE DATA website). Therefore, this program is greatly needed to support Literacy teaching and learning across subjects area.

**d)** Provide evidence of formal relationships that the program and its faculty have with partnering schools that illustrate how the institution and partnering schools have collaborated for the purpose of improving the preparation of teachers and or educational leaders including the field, student teaching and educational

leadership internship experiences. For the proposed program, provide prospective plans for how the faculty intend to collaborate with partnering schools and how the partnering schools could benefit from this relationship.

*Answer:* Professional development network in the School of Education is used to make connections to partner schools. For example faculty within our program are working within a local PDS school to improve authentic technology use in the upper grades.

Submit examples of existing agreements and plan for collaboration for the proposed program as an addendum to the application.

NA

**e)** What are the anticipated Year 1 *through* Year 5 enrollments?

*Answer:* 5-10 each cohort

### 3. Sample Program Schedule

**a)** Complete the Undergraduate Program Schedule Table (for undergraduate programs) or the Graduate Program Schedule Table (for graduate programs).  
See page 7

**b)** If the program will be offered through a nontraditional schedule, provide an explanation of the schedule, including its impact on financial aid eligibility.

*Answer:* NA

**c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

X  Yes     No    If no, explain:

**d) Only for master's degree programs**, as required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

*Answer:*

### Undergraduate Program Schedule Table - NA

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
Term credit total:									
Term:		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
Term credit total:									
Term:		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
Term credit total:									
Term:		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
Term credit total:									
Term:		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
Term credit total:									
Term:		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
				<input type="checkbox"/>					
Term credit total:									
<b>Program Totals:</b>		<b>Credits:</b>		<b>Liberal Arts &amp; Sciences:</b>		<b>Major:</b>		<b>Elective &amp; Other:</b>	

Cr: credits    LAS: [Liberal Arts and Sciences](#)

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

### Graduate Program Schedule Table

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: FALL 1				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDR 703 Language and Literacy Acquisition and Development of Pre-	3	<input type="checkbox"/>				<input type="checkbox"/>	
EDR 753 Teaching Comprehensive Strategies in Literacy Through Young Adult Literature for the Diverse Learners	3	<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
Term: SPRING 1				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDR 713 Instructional Approaches for Language and Literacy Development in Middle Childhood and Adolescent Education <b>OR</b> EDR 765 Literacy in the Content Areas	3	<input type="checkbox"/>				<input type="checkbox"/>	
EDR 723 Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education	3	<input type="checkbox"/>	EDR 703, EDR 713			<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
Term: Summer				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDR 733 Practicum in Fostering Language and Literacy Development in Middle	6	<input type="checkbox"/>	EDR 703, 713, 723, 753,			<input type="checkbox"/>	

Childhood and Adolescent Education							
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6						
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Program Totals:</b>	<b>Credits:18</b>						

**New:** indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses



**Task 3. Faculty**

Complete the faculty tables that describe Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable. If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus. Please see the **Guidance Document** regarding faculty qualifications : [Word](#) (200KB) [PDF](#) (865 KB)

SEE PAGE 10

**a)** Submit individual faculty curricula vitae for each instructor in the proposed program as an addendum to this application. SEE APPENDIX B

**b)** What is the institution's definition of "full-time" faculty?

*Answer:* Fully employed faculty under contract with Lehman College, CUNY

**Full-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>	<b>Percent Time to Program</b>
<p><i>Example:</i> Limor Pinhasi-Vittorio</p>	<p><i>Example:</i> Ph.D. in Literacy, Hofstra University M.A. in Special Education, NYU B.A. in Special Education and Hebrew Literature Teacher college Israel</p>	<p>New York City and State teaching Certification</p> <p>Teaching experience in public schools- 3rd-12th grades. Taught in the Bronx and Israel.</p> <p>Pinhasi-Vittorio, L. (2018). Writing, sharing, and healing: the interplay of literacy in the healing journey of the recovering from substance abuse, <i>Journal of Poetry Therapy</i>, DOI: 10.1080/08893675.2018.1504668 <a href="https://doi.org/10.1080/08893675.2018.1504668">https://doi.org/10.1080/08893675.2018.1504668</a></p> <p>Ben-Yosef, E., &amp; <b>Pinhasi-Vittorio, L.</b> (2016). Word-slam stories as venues for stimulating learning and developing agency with urban high school students. <i>The Qualitative Report (TQR)</i> 21 (3) 489-498</p> <p>Gulla, A., <b>Pinhasi-Vittorio, L.</b> &amp; Lehnerquam, A (Fall, 2015). Professional Development in Education: Pushing the Boundaries of Possibility. <i>LEARNing Landscapes</i> 9(,1) 101-117</p> <p>Gulla, A., <b>Pinhasi-Vittorio, L.</b> &amp; Lehnerquam, A (December, 2014). Inquiry and Creativity in Teacher Education: Fostering Dialogue Between Teacher Educators and Arts and Sciences Faculty. <i>Herbert Lehman library news Letter</i></p> <p><b>Pinhasi-Vittorio, L.</b> &amp; Ben-Yosef, E. (Winter, 2014). A Quest for re-scripting the narrative of education failure: Initial steps in a journey. <i>Journal of Radical Pedagogy</i>. 11 (1) ISSN: 1524-6345. <a href="http://www.radicalpedagogy.org/radicalpedagogy.org/A_Quest_for_Re-Scripting_the_Narrative_of_Education_Failure_Initial_Steps_in_a_Journey.html">http://www.radicalpedagogy.org/radicalpedagogy.org/A_Quest_for_Re-Scripting_the_Narrative_of_Education_Failure_Initial_Steps_in_a_Journey.html</a></p>	<p>EDR 753 Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Childhd &amp; Adolescent Edu</p> <p>EDR 765 Literacy in the Content Areas</p> <p><i>EDR 703</i> Literacy Acquisition and Development of Pre-Adolescents and Adolescents</p>	<p><i>Example:</i> 50%</p>
<p>Jennifer Van Allen</p>	<p>Ed.D. in Education, Specialization in Literacy Education, University of Central Florida M.Ed. in Teacher Leadership,</p>	<p>Florida Department of Education Teaching Certificate:</p> <ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• English Speakers of Other Languages (K-12)</li> <li>• Reading Endorsement</li> </ul> <p>Fall 2015-current Post-Secondary Teaching Experiences at Lehman College &amp; University of Central Florida</p>	<p>EDR 703 Literacy Acquisition and Development of Pre-Adolescents and Adolescents</p> <p>EDR 723</p>	<p>50%</p>

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
	<p>University of Central Florida B.S. in Elementary Education, University of Central Florida</p>	<p>Fall 2013-Fall 2016 K-12 Teaching Experiences (4<sup>th</sup> grade teacher, 2<sup>nd</sup> grade teacher, Elementary Grades Literacy Coach, District Literacy Coach)</p> <p>Van Allen, J., &amp; Zygouris-Coe, V. (Accepted). Supporting the development of elementary school students' online research and comprehension skills through a reframed guided reading framework. <i>Journal of Literacy and Technology</i>.</p> <p>Blanch, N., Forsyth, L. Roberts, S., &amp; Van Allen, J. (2017). Reigniting writers: Using the elementary literacy block to support authentic writing experiences. <i>Childhood Education</i>, 93(1), 48-57. doi: 10.1080/00094056.2017.1275238</p>	<p>Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education</p> <p>EDR 733 Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education</p>	

**Part-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>
<i>Diana Behan, Adjunct Faculty</i>	<i>MSEd. In Literacy Studies, Lehman College                      MS in Divinity, Louisville                      Presbyterian Theological Seminary</i>	<i>Consultant for the NYC DOE; Retired Literacy Coach from NYC; NY State Reading License K-12; NYC Teaching License PreK-6; National Boards Teaching Certificate in Literacy Education</i>	EDR 713 Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu

**Faculty to be Hired Table - NA**

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

#### **Task 4. Resources**

##### **Resources, Facilities and Academic Support Services**

**a)** Complete the New Resources Table. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:* NA

**b)** What library resources will be added to support this program?

*Answer:* NA

**c)** Describe the academic support services provided by the institution and highlight those services specifically designed for students within this program to ensure their success.

*Answer:* ACE writing center

## New Resources Table

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<b>New Expenditures</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
<b>Total all</b>			

## Task 5. Admissions and General Education and Content Cores

### 1. Admissions

- List all program admission criteria and provide the program's checklist or other documentation the institution uses to verify these requirements are met. Be specific. This checklist may be pasted into the answer below. For graduate level programs commencing on or after July 1, 2016 the following minimum admission criteria must be applied; a minimum score on the GRE or a substantially equivalent admission examination and a minimum cumulative grade point average of 3.0 in the applicant's undergraduate program.\*

Answer:

- A master's degree from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of 3.0 in the graduate records as a whole.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

\*Pursuant to the law, each program is entitled to exempt up to 15 percent of its incoming class from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching profession. A program shall report to the Department the number of students admitted pursuant to such exemption and the selection criteria used for such exemptions

- a) Describe the process for evaluating exceptions to these requirements.

Answer: Transcript review

- b) Complete only if the proposed program leads to a **Literacy Birth -6 or Literacy 5-12 certificate**. Please check that the program meets the following requirement:  
X The program requires candidates to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.  
 The program leads to a master or doctorate degree.

### 2. General Education Core in the Liberal Arts and Sciences.

- a) Verify that the program has ensured that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to each of the following (please check) and that the program can provide evidence of this verification process upon request.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> artistic expression                     | <input type="checkbox"/> a language other than English         | <input type="checkbox"/> Information retrieval |
| <input type="checkbox"/> humanities                              | <input type="checkbox"/> written analysis and expression       | <input type="checkbox"/> communication         |
| <input type="checkbox"/> concepts in history and social sciences | <input type="checkbox"/> scientific and mathematical processes |  |

- b) Explain how the Liberal Arts and Sciences School Faculty were involved in the development of this proposal. Explain and provide evidence of on going collaboration with the Liberal Arts and Sciences and Education Faculties to ensure that the liberal arts and science curriculum is aligned with the NYS Learning Standards and Common Core Curriculum to support the candidate's content knowledge preparation for P-12 instruction. This information may be pasted into the answer below or it may be submitted as an addendum to this application.



*Answer:* Require a Master's degree and NYS teaching license.

### 3. Content Core

**a)** List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major the institution will accept for each certificate title.

*Answer:* Require a Master's degree

**b)** Complete only if the proposed program leads to the **Social Studies grade 5-9 or 7-12 certificate**. Please check that the acceptable major(s) meet(s) the following requirement:

The program shall ensure the acceptable major(s) include(s) study in economics, government, and a total of at least 21 semester hours of study in the history and geography of the United States and the world.

NA

**c)** Indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards.

*Answer:* SEE PEDIGOGICAL CORE TABLE

**d)** Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Generalist certificate**. Indicate how the program meets the following requirements: the program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies and science;

*Answer:* NA

and

the candidate has sufficient pedagogical skills to teach these subjects (mathematics, English language arts, social studies and science).

*Answer:*

**e)** Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Subject Area Extension**. Indicate how the following requirement is met for each proposed extension:

- At least 18 semester hours of study or its equivalent in the subject area of the extension sought.

Answer: NA

- For the Students with Disabilities Social Studies extension, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

Answer: NA

**f)** Complete only if the program leads to the Bilingual Education Extension. Indicate the target language(s) for the bilingual extension and how the candidate’s language proficiency is evaluated.

Answer: NA

### Task 6. Pedagogical Core Coursework

**a)** The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner’s Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner’s Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point “[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aijr/documents/pedcoreinstruct.pdf)” at <http://www.highered.nysed.gov/ocue/aijr/documents/pedcoreinstruct.pdf>.

#### Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

#### Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

##### Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)

- 15. Library Media Specialist (all grades)
  - 16. Educational Technology Specialist (all grades)
  - 17. Bilingual Education Extensions\*
  - 18. Bilingual Education Extensions\*\*
  - 19. Grades 5 and 6 Subject Area Extensions
  - 20. Grades 7 through 9 Subject Area Extensions
  - 21. Gifted Education Extensions
  - 22. Coordination of Work-based Learning Programs Extensions
  - 23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
  - 24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities
- \* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.  
 \*\* Bilingual education extensions for library media specialist and educational technology specialist.

**Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK**

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pecoreinstruct.pdf>.

*NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.*

**b)** Provide a description of each existing pedagogical course for this program as it appears in the college catalog. The course description of each existing pedagogical course for this program should be pasted in the “Answer” below.

**NOTE:** Each course that has been identified as meeting a general or program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

*Answer:*

**c)** Submit syllabi for each **new** course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

**c)** Graduate level programs preparing candidates for a second certificate sometimes waive specific general pedagogical core requirements because the requirement was met in a previous teacher preparation program. If waiving such requirements, identify by Roman numeral from the Certification Area Code table, those being waived.

Roman numerals: x, xi, xii, xiii

Additionally, please provide the criteria used, and applied uniformly to determine if the general pedagogical core requirements may be waived.

Answer: Candidates enrolled in this program are already certified teachers with master degree who already have taken the required course.

### Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		

### Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed					
				General PCR*	Program-Specific PCR				
					Cert Code	Cert Code	Cert Code	Cert Code	Cert Code
					12				
<b>EDR 703</b> <i>Literacy Acquisition and Development of Pre-Adolescents and Adolescents</i>	3	R	Van Allen/FT Pinhasi-Vittorio/FT	i, iv, vi, viii	i				
<b>EDR 713</b> <i>Instructional Approaches for Language and Literacy Development in Middle Childhood and Adolescent Education</i> <b>OR EDR 765</b> <i>Literacy in the Content Areas</i>	3	R	Behan/PT Pinhasi-Vittorio/FT	ii, iv, v, ix	ii, iii				
<b>EDR 753</b> <i>Teaching Comprehensive Strategies in Literacy Through Young Adult Literature for the Diverse Learners</i>	3	R	Pinhasi-Vittorio/FT	ii, iv, v	i, iii				
<b>EDR 723</b> <i>Assessing and</i>	3	R	Van Allen/FT	ii, iii, iv, vii	i, ii, iii				

<i>Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education</i>									
<b>EDR 733</b> <i>Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education</i>	6	R	Van Allen/FT	ii, iv, v, vi, vii, ix	ii, iii				

\*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

### Task 7. Field Experience and Student Teaching

a) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

b) List courses that require field experiences\*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours
EDR 703	Language and Literacy Acquisition and Development of Pre-	Van Allen/ FT Pinhasi-Vittorio/FT	Graduate	3
EDR 713 OR  EDR 765	Instructional Approaches for Language and Literacy Development in Middle Childhood and Adolescent Education  Literacy in the Content Areas	Behan/ PT Pinhasi-Vittorio/FT	Graduate	3
EDR 753	Teaching Comprehensive Strategies in Literacy Through Young Adult Literature for the Diverse	Pinhasi-Vittorio/FT	Graduate	3

	Learners			
EDR 723	Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education	Van Allen/ FT	Graduate	3

\*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions. **Note: The students meet the field experience requirement because this program requires prior certification and a Master's Degree in Education.**

**c) List courses that require college-supervised student-teaching experiences\*:**

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
EDR 733	Practicum	Van Allen/FT	5-12	20 Days

\*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

**APPENDIX A**

**CATALOG COURSE DESCRIPTION OF COURSES IN PROGRAM**

## Appendix A

### Course Descriptions

#### **EDR 703 Language and Literacy Acquisition and Development of Pre-Adolescents and Adolescents**

Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. (15 fieldwork hours required).

Credits: 3

Offered: Fall-Spring

Permission of the Coordinator

#### **EDR 713 Instructional Approaches for Language and Literacy Development in Middle Childhood and Adolescent Education**

Instructional approaches appropriate for language and literacy development in middle childhood and adolescent's education based upon current research. Examination, selection, design and organization of linguistically and culturally relevant instructional practices, strategies and materials for literacy development of pre-adolescents and adolescents with varying developmental abilities. Focus on teaching literacy in subject areas to meet the Common Core State Standards for English language arts and literacy

Credits: 3

Offered: Fall-Spring

Permission of the Coordinator

**OR**

#### **EDR 765 Literacy in the Content Areas**

This course offers educators an understanding of language and literacy processes when reading complex texts across disciplines. Focus on ways that reading, writing, speaking and listening are developed and applied in different content areas; and on instructional methods for supporting students' literacy development across content areas informed by theory.

Credits: 3

Offered: Fall-Spring

Permission of the Coordinator

#### **EDR 723 Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education**



Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio and/or formal evaluation strategies. Case study done under supervision.

Prerequisite: EDR 703 and EDR 713 Departmental permission.

**EDR 733 Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education**

Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice.

Credits: 6

Prerequisite: EDR 703, EDR 713, EDR 723 and EDR 753 Departmental permission.

Offered: Summer

**APPENDIX B**

**FULL TIME FACULTY CURRICULUM VITA**

## CURRICULUM VITAE

Limor Pinhasi-Vittorio, Ph.D  
Associate Professor  
Coordinator of the Graduate Literacy Program  
[Limor.pinhasi-vittorio@lehman.cuny.edu](mailto:Limor.pinhasi-vittorio@lehman.cuny.edu)

### **HIGHER EDUCATION:**

#### A. Degrees

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree &amp; Major</u>	<u>Date Conferred</u>
<i>Hofstra University</i>	2000-2004	Ph.D. Literacy	December 2004
<i>New York University</i>	1997-1998	M.A. Special Education	May 1998
<i>Seminar A kibbutzim</i>	1992-1996	B.ED Special Education and Hebrew Literature	June 1996

#### B. Additional Higher Education

##### ***Professional Development***

- Winter 2005- Aesthetic Education-Focus on Music- Lincoln Center Institute
- Summer 2005- Aesthetic Education- Focus on Dance- Lincoln Center Institute
- Summer 2006- Participation in Title V Faculty Development Program Improving Teaching and Learning: Action Research in Aesthetic Education
- Summer 2007- Aesthetic Education- Focus on collaboration with teachers, through imaginative learning- Lincoln Center Institute
- Summer 2009- Teacher Education and the K-12 Classroom-Workshop at Lehman College in Bronx, NY, through Lincoln Center Institute

### **EXPERIENCE:**

#### A. Teaching/Administrative Duties

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
<i>Lehman College</i>	09/10-present	Associate Professor	<i>Department of Counseling Leadership, Literacy, and Special Education</i>

<i>Lehman College</i>	01/05-09/10	Assistant Professor	<i>Department of Counseling Leadership, Literacy, and Special Education [Formerly known as the department of Specialized Service in Education]</i>
	08/07-Present	Coordinator of the <i>Graduate Program of Literacy Studies</i>	<i>Department of Counseling, Leadership, Literacy, and Special Education</i>
	09/04- 01/05	Instructor	<i>Specialized Services in Education</i>
<i>Bank Street College of Education, NY, NY</i>	01/04-05/04		Adjunct Instructor <i>Literacy Studies</i>
<i>Hofstra University, Hempstead, NY</i>	09/00- 05/04		Adjunct Instructor <i>Literacy studies</i>

B. Other

<b>Institution</b>	<b>Dates</b>	<b>Title</b>
<i>Whitestone Hebrew Centre, Whitestone, NY</i>	09/96- 06/05	Head Teacher Hebrew and Judaica Studies Developing and initiating lessons in all content areas. Focus on second language acquisition (Seventh-Grade)
<i>C.S. 92 700 East 179th St Bronx, NY</i>	09/98-06/00	Head Teacher Emotionally Disturbed Children MIS II Development and initiation of lessons in all content areas (Focus on social and

emotional interaction)  
(Fourth-fifth grades)

*The Broshim School,*  
Ramat-Aviv, Israel

03/95-06/96

Head Teacher  
Children with Behavioral  
Disorders  
Developed and initiated  
lessons in all content areas  
(Focus on social interaction  
and emotional aggression  
(First- and eighth-grades)

B. Other (continue)

**Institution**

**Dates**

**Title**

*The Borochov School,*  
Givatayim, Israel

09/94-02/95

Head Teacher  
Children with Learning  
Disabilities  
Developed and initiated  
lessons in all content areas  
(Sixth-grade)  
  
Teacher of Reading  
Comprehension within the  
Mainstream Population  
(Sixth-grade)

CERTIFICATIONS AND LICENSES HELD:

New York State Teacher Certification

New York City Teacher Certification

ACADEMIC AND PROFESSIONAL HONORS:

09/00- 05/02

*Hofstra University, NY*  
*Department of Literacy Studies*  
Full-Time Doctoral Research Fellow

*IMPACT II Teacher Network Award (October 1999)*

Guest reviewer of the topical issue of *Reading and Writing Quarterly* on the education of students with disabilities in juvenile correction facilities. Published in (April-June, 2008) Vol 1, 24 issue (2)

PUBLICATIONS: (Last five years only)

**Book Chapters:**

**Pinhasi-Vittorio, L.** (2009). Facing my chair forward; How Markus embraced literacy. E.S Israel [Ed]. *Literacy Breakthroughs: One Child at a Time*. Jossey-Bass

**Journals:**

Pinhasi-Vittorio, L. (2018). Writing, sharing, and healing: the interplay of literacy in the healing journey of the recovering from substance abuse, *Journal of Poetry Therapy*, DOI: 10.1080/08893675.2018.1504668 <https://doi.org/10.1080/08893675.2018.1504668>

\*Ben-Yosef, E., & **Pinhasi-Vittorio, L.** (2016). Word-slam stories as venues for stimulating learning and developing agency with urban high school students. *The Qualitative Report (TQR)* 21 (3) 489-498 (**Pinhasi-Vittorio 50%**)

Gulla, A., **Pinhasi-Vittorio, L.** & Lehnerquam, A (Fall, 2015). Professional Development in Education: Pushing the Boundaries of Possibility. *LEARNing Landscapes* 9(1), 101-117

Gulla, A., **Pinhasi-Vittorio, L.** & Lehnerquam, A (December, 2014). Inquiry and Creativity in Teacher Education: Fostering Dialogue Between Teacher Educators and Arts and Sciences Faculty. *Herbert Lehman library news Letter*

**Pinhasi-Vittorio, L.** & Ben-Yosef, E. (Winter, 2014). A Quest for re-scripting the narrative of education failure: Initial steps in a journey. *Journal of Radical Pedagogy*. 11 (1) ISSN: 1524-6345.

[http://www.radicalpedagogy.org/radicalpedagogy.org/A\\_Quest\\_for\\_Re-Scripting\\_the\\_Narrative\\_of\\_Education\\_Failure\\_Initial\\_Steps\\_in\\_a\\_Journey.html](http://www.radicalpedagogy.org/radicalpedagogy.org/A_Quest_for_Re-Scripting_the_Narrative_of_Education_Failure_Initial_Steps_in_a_Journey.html)

**Pinhasi-Vittorio, L.** & Vernola, S. (Spring, 2013). The arts to encourage multiple perspectives and promote social justice. *Journal of Language and Literacy Education*, 9(1), 54-72. Also available at <http://jolle.coe.uga.edu/wp-content/uploads/2013/05/The-Arts-to-Encourage-Multiple-Perspectives.pdf>. (**Pinhasi-Vittorio 95%**)

\*Ben-Yosef, E., **Pinhasi-Vittorio, L.** (December, 2012) Possibilities Inherent in a Learning-Centered Pedagogy: Accessing and Leveraging the Richness of Human Capacities, *Encounters Education for Meaning and Social Justice* (**Pinhasi-Vittorio 50%**)

**Pinhasi-Vittorio, L.** (July, 2011). Changing our perception: Using critical literacy to

empower the marginalized. *Theory in Action* 3(4) 122-135

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**Pinhasi-Vittorio, L. & Ben- Yosef, E.** (2010, May) *A Quest for equalizing educational opportunities: Envisioning meaningful Learning across time, space and modalities.* Proceedings of AERA; American Education Research, Denver, Colorado (**Pinhasi-Vittorio 50%**)

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\* Names appear in alphabetic order

Gulla, A., **Pinhasi-Vittorio, L.** & Zakin, A. (2009. April 29). Exploring relationships between aesthetic education and writing across the curriculum using poetry. *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing*, 6. Retrieved April 29, from <http://wac.colostate.edu/atd/articles/gullaetal2009.cfm> (33.33% Gulla, 33.33% Pinhasi-Vittorio, 33.33% Zakin)

\*Massa, J. & **Pinhasi-Vittorio, L.** (2009). Critical literacy development in action. *Theory in Action* 2 (2) 45-61 (50% Massa, **50% Pinhasi-Vittorio**)

**Pinhasi-Vittorio, L.** (2009). Inviting Social Justice through Literacy: creating a change using the critical questionings and using the language of power. *Theory in Action* 2(2), 19-33

**Pinhasi-Vittorio, L.** & Martinsons, B. (Winter, 2008). Women in transition from prison: Class, race and collaborative literacy. *Radical Teacher*, 83, 30-36. (70% Pinhasi-Vittorio, 30% Martinsons)

\*Ben-Yosef, E. & **Pinhasi-Vittorio, L.** (October 2008). Raising voices through the arts: Creating spaces for writing for marginalized groups of women. *Perspectives: The New York Journal of Adult Learning*, 7 (83), 3-16 (50% Ben-Yosef, **50% Pinhasi-Vittorio**)

**Pinhasi-Vittorio, L. (2008).** Poetry and prose in the self perception of one man who lives with brain injury and aphasia. *Topics In Stroke Rehabilitation*, 15(3), 288-294.

**Pinhasi-Vittorio, L. (2007).** A case description of the role of written language in the rehabilitation process of brain injury and aphasia: The memory of the movement in the re-acquisition of language. *Topics In Stroke Rehabilitation*, 14(1), 115-122.

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\* Names appear in alphabetical order

#### UNPUBLISHED WORK:

**Pinhasi-Vittorio, L.** Finding Room for Creativity in the ELA Common Core Standards through

## Embodiment and Other Acts of Imagination

Pinhasi-Vittorio, L. (reviewing data) the role of journaling and reflection on identity and learning with reluctant students.

Pinhasi-Vittorio, L. (In progress). The role of multiple drafts and peer-editing in the development of writing: A close look into an advanced writing workshop for teachers.

Pinhasi-Vittorio, L. (In progress). Non- predominant minorities in Education; an Israeli perspective on literacy acquisition

### PH.D. THESIS TITLE:

*Rediscovering Language: The Interplay of Language in the Rehabilitation Process from Brain Injury and Aphasia*

### PRESENTATIONS, REFEREED:

Using literacy as a vehicle for women recovering from substance abuse at *WE LEARN: Women Expanding Literacy Education Action Resource Network- Raising women self-esteem.*, Bronx, New York, April 30, 2016

The power of education research for innovation in practice and policy-“Teach Us to Teach You”: Research for re-scripting educational failure at the *American Educational Research Association (AERA): The Power of Education Research for Innovation in Practice and Policy*” Philadelphia, Pennsylvania, April 3 - April 7, 2014, (with Ben-Yosef)

Re-Scripting the Narrative of Education Failure: Opening possibilities for school success using multimodal literacies and technology at the *Global Learning Alliance Conference, GLA*, Columbia University, Teacher College April 9- 10, 2014

Presenting evidence of Me: Opening new possibilities of learning through word-slam at *the 35<sup>th</sup> Annual Ethnography Education Research Forum; The Ethnographic Imagination: Arts, Multimodality, and Pedagogies of the Possible*, University of Pennsylvania, Philadelphia, PA, February 28-March 1st, 2014 (with Ben-Yosef)

The Pre-requisite for literacy learning; Re-scripting the narrative of education failure. *Whole Language Umbrella Literacies for All Summer Institute* (July 19<sup>th</sup>, 2013). *Hofstra University, NY: Hempstead Long Island*

*Teach Us to Teach you: An Alternative Approach to Teaching and Learning with Struggling Inner-City High School Students* at the 34<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education, University of Pennsylvania, Philadelphia, PA, February 22-23, 2013 (with Ben-Yosef)

*Envisioning New Possibilities: Integrating literacy across curricular areas through the arts* at the 2010 National English Teacher Association Annual Convention (NCTE), Orlando, Florida November 18-21, 2010 (with Ben Yosef)



*Navigating the gaps: supporting teachers candidates in exploring connections between literacy and inquiry through the arts* at the 2010 National English Teacher Association Annual Convention (NCTE), Orlando, Florida November 18-21, 2010 (with Gulla, Snyder and Mazzaroppi)

*A Quest for equalizing educational opportunities: Envisioning meaningful Learning across time, space and modalities* at the American Educational Research Association (AERA), Denver, Colorado, April 30- May 4, 2010 (with Ben-Yosef)

*Rethinking education in a diverse world: Inclusion through the arts* at the 31<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education, University of Pennsylvania, Philadelphia, PA, February 26-27, 2010 (with Ben-Yosef and Hadash)

*Building a bridge from belief to practice: The arts as social justice in teacher education* at the 31<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education, University of Pennsylvania, Philadelphia, PA, February 26-27, 2010 (with Gulla)

*Promoting critical thinking, literacy, and imagination through art and poetry* at the Annual meeting of Association of Teacher Educators (ATE), Chicago, IL, February 13-17, 2010 (with Zakin, Gulla, Deveaux and McNamee)

*Using the arts to promote literacy through poetry* at New York Association of Colleges for Teachers Education, Saratoga Springs, New York, April 22-24, 2009 (with Deveaux, and Zakin)

*Changing things as they are: Promoting social justice through encounters with the arts* at the 30<sup>th</sup> Annual Ethnography Education Research Forum; Ethnography for social justice in education, University of Pennsylvania, Philadelphia, PA, February 27-28, 2009 (with Gulla)

*Crafting words and voice: a way to develop writing within in-service and pre-service teachers and their students* at The One Voice Institute of Elemental Ethics and Education, Westchester /Marriot Hotel, Tarrytown, New York, November 14-16, 2008

*Imagine a box to think outside of: Unlearning oppression through bringing imagination into our work* at New York Association of Colleges for Teachers Education, Saratoga Springs, New York, April 16-18, 2008 (with Deveaux, Gulla, Kreminitzer, Saravia-Shore, Todaro, McNamee and Zakin)

*Negotiating Meaning and Power: Literacy in the lives of women in transition after incarceration* at the 5<sup>th</sup> We Learn Annual (Net) Working Conference on Women & Literacy, New York, NY March 7-8, 2008 (with Martinsons)

*Literacy through the arts: A different way for teachers to create an open dialogue in class, promoting multiple ways of understanding and construing a text*, at Hawaii International Conference on Education, Honolulu, Hawaii, January 5<sup>th</sup> -8<sup>th</sup>, 2008

*Impact of a semester-long writing workshop on pre-service teachers' attitudes toward writing and subsequent writing instruction during student teaching*, at The 57<sup>th</sup> National Reading Conference, Austin, Texas, November 28<sup>th</sup> 2007 (with Qian and Tao)

*Scaffolding literacy: Multilingual approaches to fostering reading comprehension in linguistically* at NE-NAME's 12<sup>th</sup> Annual Conference, Connecticut, October 11<sup>th</sup> 2007 (with Harushimana, Bookman)

*Using the literacy education problem to validate domain specificity of In-service literacy teachers' epistemological beliefs* at the American Educational Research Association, Chicago, IL, April 10<sup>th</sup> 2007 (with Qian and Tao)

*Confronting our own invisibility: The rhetorical dilemmas of invisible minorities teaching literacy in urban educational settings; From being a majority in Israel to Being a minority in the United States of America* at the 58<sup>th</sup> Annual Convention of the Conference on College Composition and Communication, New York, NY. March 22<sup>nd</sup> 2007 (with Harushimana)

*Poetry as a tool to empower women who are in transition after incarceration* at the 4th We Learn Annual (Net)Working Conference on Women & Literacy, Threads of Experience: Creative Spaces for Women's Learning, Northeastern University, Boston, MA. March 9<sup>th</sup> 2007

*The Deconstruction of [In] competency: assessment of adolescents with learning disabilities and aphasia* at World Congress on Learning Disabilities. Boston, MA October 27<sup>th</sup> 2006

*The Invisible light: What new teachers need to know about invisible minorities in urban education* at The New Educator: Building and Sustaining Learning Communities in Challenging Times, The City College of New York. October 21<sup>st</sup> 2006 (with Harushimana and Marquez)

*Invisible minorities and schooling: A shared narrative of Burundian and an Israeli teacher educators;* at the Second Annual International Symposium Urban Education and International Learning, D'Youville College, Buffalo, New York. April 2006 (with Harushimana)

*My words are not really who I am; An ethnographic research of written and oral process in the lives of individuals who experienced brain injury and loss of language* (NCTE), Indianapolis, IN, November 18-23, 2004

*An ethnographic study of one person who experience brain injury and lives with aphasia* at National Reading Conference, Scottsdale, Arizona, December 2003

*An ethnographic study of the lives of individuals who suffered from brain injury and language loss* at Annual Ethnography in Education Research Forum, University of Pennsylvania PA. March 2003

*Reader's theater presentation* at Annual Ethnography in Education Research Forum, University of Pennsylvania PA, March 2002

## PRESENTATIONS, INVITED:

*Inquiry and Creativity in Education: Fostering Dialogue Between Teacher Educators and Arts and Sciences Faculty*, Morehead State University, February 2015

*Using Aesthetic Education as a tool to promote and motivate literacy for ALL learners* at the 19<sup>th</sup> Summer Literacy Institute, Adelphi University, Garden City, Aug 11-15, 2008

*Literacy and its role as inclusive instruction in the United States and Israel* at the national meeting of Israel's Board of Education, Tel Aviv, Israel, January, 2007

*World symposium on interventions for reading disabilities; Literacy and inclusion in Israel* at World Congress on Learning Disabilities. Boston, MA October 26th, 2006

*The Interplay of language in the rehabilitation process from Brian Injury and aphasia;* at the Doctoral Research Colloquium in Literacy Studies, Hofstra University, Hempstead, New York, March 2005

*Inclusion in Israel;* at the International Seminar of Inclusion Education, Sao Paulo, Brazil, August, 2001

## CURRICULUM MATERIALS:

New course developed Literacy across content areas

Creating a Dual Certification Program; in Literacy and Special Education.

Adopting a new course to adhere to the Common Core of New York State.

New course developed and implemented: EDR 605 Professional Development Writing Workshop

Prepared, submitted and successfully passed the National Council Accreditation of Teaching Education (NCATE), specifically Literacy Standard Program Alignment (SPA)

## COURSES TAUGHT:

### Lehman College/CUNY:

EDR 605 Advanced Writing Workshop

EDR 701 Language and Literacy Acquisition and Development of Young Children

EDR 702 Language and Literacy Acquisition and Development of Elementary School Children

EDR 703 Language and Literacy Acquisition and

Development of Secondary School Children

EDR 751 Literature- Based Literacy Programs in Early Childhood Education

EDR 752 Literature- Based Literacy Programs in Elementary Childhood Education

EDR 753 Literature- Based Literacy Programs in Secondary Childhood Education

EDR 765 Perspectives on Literacy

EDR 767 Project Seminar: Research on Literacy part I

EDR 768 Project Seminar: Research on Literacy part II

Bank Street College of Education; 01/04-05/04

EDUC 563: The teaching of Reading, Education (CHDS) Writing and Language Arts, K-3

Hofstra University: 09/00- 05/04

Undergraduate courses:

Reading 11; Reading Workshop  
Reading 12; Advanced Reading Workshop

Graduate courses:

Lyst 251; Children and Adolescents as Ethnographers in Communities and Schools  
Lyst 220; Literature in the Lives of Young Students  
Lyst 210; Introduction to Literacy Studies

GRANTS RECEIVED:

**Multiple**

Professional Development and Common Core State Standards Alignment Initiative for Arts and Sciences Faculty. Recipient \$ 5,000

*Countess Moiera Foundation* Teach us to teach you An alternative approach to teaching and learning with struggling Inner-City high school students - *submitted* \$50, 000

2008-2009: PSC CUNY grant: Aesthetic Education and the Scholarship of teaching. \$5,300 (with Gulla)

## **Individual**

2012-2013 Faculty Scholarship Teach us to teach you: An alternative approach to teaching and learning with struggling Inner-City high school students. Recipient of \$1,000

2007-2008: WAC, Writing Across the Curriculum. \$1,300 Professional Development

2004-2005: PSC CUNY grant; The Interplay of Poetry and Writing as an Automatic Process with Young Adult who are Incarcerated. \$4,000

## **SERVICE:**

### **Department**

Coordinator of the Graduate Program of Literacy Studies; 2007 -Present

Program recruitment and advisement; 2004- Present

- Providing advisement for all graduate students in the Literacy Graduate program
- Providing mentoring for current teacher candidate as well as for alumni
- Actively engage in recruitment for the Graduate literacy Program: initiating open houses and information sessions
- Preparing and re-writing National Accreditation Report for the SPA in Literacy
- Developing a dual certification program in Literacy and Special education
- Created program change in several courses to adhere to Common Core in New York State.

P&B committee; 2008- present

Chairing a search committee for a literacy line- 2015-2016

Member in the search committee of the Institute of Literacy Studies (ILS) 2014-2016

Member in the search committee of Special Education Program 2015-2016

Prepared and submitted and successfully passed the NCATE, specifically Literacy SPA 2014-2017

Prepared and submitted and successfully passed the NCATE, specifically Literacy SPA; 2007-2009

Educational Leadership search committee, member; 2007-2008

Department Curriculum Committee, chair; 2004- Present

Department Grade Appeal Committee, Member; 2005-2009, Chair; 2009-2011

### **School**

- Member in the search committee of the Institute of Literacy Studies (ILS) 2014-2016
- Providing literacy support for teachers from Bronx Early College Academy; 2006-2008
- Aesthetic Educational partnership with Lincoln Center Institute, participating member; 2005- 2007
- Member of the search committee for a director position for the literacy institute
- Member of the Educator Preparation Policy Council (EPPC)
- Member of the Aesthetic Education Group
- Member of NCATE assessment group

### **College**

- Departmental liaison to the Leonard Leif Library; 2005- 2009
- Writing Across the Curriculum
- Task force for re-appointment and tenure committee 2012-2014
- Member of the Travel Cross Campus travel Committee

### **University**

- Organized a literacy common Core Colloquium- *Innovation: "Create, Present, Respond"*—Authentic Assessment of Creative Work Jennifer Anderson and Heather McLeod [first in a series that explore the role the arts play in teaching and learning]
- Aesthetic education research group member
- Organized and convened a literacy Colloquium
- Development of two 2-hour workshops to support Lehman College's Arts and Humanities; Natural and Social Science; Library; and Education faculty who work with teacher candidates and undergraduate students in finding opportunities for inquiry-based learning and creativity within the context of the Common Core State Standards (CCSS).

### **Community**

- *Providing two days' workshop in Morehead state, Kentucky* for in- service teachers and faculty focusing on inquiry-based learning and creativity within the context of the Common Core State Standards (CCSS)
- Reviewer of a manuscript For A peer review journal *The New Educator*. The article "Visual Culture in the elementary school classroom; moving" from box store commodities to out-of-the-box thinking
- Providing guidance and support for teachers and students in the high schools in the Bronx

- An invited reviewer for a peer review journal *TESOL* (Teachers of English to Speakers of Other Languages) the article; I'm a Poet? International doctoral students at an American University.
- An invited reviewer for a peer editing book "Integrating art and reading: teaching comprehension through the arts" Book Publisher Crowin
- Outside reviewer of Certificate of Continuing Employment (City University of New York)
- Chairing a roundtable session at the AERA 2010 Annual Meeting
- Conducting literacy workshop with a group of substance abused women and their young children
- Volunteered to conduct a writing workshop with a group of women who have been released from Prison
- Volunteered to work in *The Bill and Melinda Gates Foundation; The Circle of Children Project* (initiatives established by the *International Center for Everybody's Child (ICEC)*- providing effective ways of supporting both children and teachers in schools located in emergency situations in global contexts)

## MEMBERSHIP AND LEADERSHIP POSITIONS IN PROFESSIONAL SOCIETIES

National Council of English Teachers, (NCTE)

American Educational Research Association, (AERA)

Active Member of Special Interest Group: Critical Educator for Social Justice Committee

Volunteer to review and chair the SIGs of *Critical Educator for Social Justice* and *Writing and Literacy* in the 2010 AERA Annual Meeting

International Literacy Association, (ILA)

Member of Special Interest Group: International Partnership for Critical Thinking and Active Learning- Member

# Jennifer Van Allen

Jennifer.VanAllen@lehman.cuny.edu

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## EDUCATION

### **Doctor of Education**, August 2016

*University of Central Florida*, Orlando, Florida

Emphasis Areas: Reading Education, Digital Literacies

Dissertation: *Internet Reading and Learning in a Guided Reading Context*

Advisor: Dr. Vicky Zygoris-Coe

### **Master of Education**, May 2010

*University of Central Florida*, Orlando, Florida

Major: Teacher Leadership

Specialization: Curriculum and Instruction

### **Bachelor of Science in Elementary Education**, December 2002

*University of Central Florida*, Orlando, Florida

Major: Elementary Education

Minor: Psychology

### **Professional Certifications**

Marzano Teacher Evaluation Observer

Florida Department of Education Teaching Certificate:

- Elementary Education (K-6) Certificate
- English Speakers of Other Languages (ESOL) (K-12) Certificate
- Reading Endorsement

## TEACHING EXPERIENCE

### **Postsecondary Experience**

**Lehman College**, Bronx, NY

Fall 2016-present

Department of Counseling, Leadership, Literacy, and Special Education

Assistant Professor of Literacy

Program Coordinator of Literacy Studies

Summer 2017-Fall 2018

- EDR 702: *Language and Literacy and Development of Early Childhood and Childhood* (3 credit hours-graduate level)
- EDR 703: *Language and Literacy and Development of Middle Childhood and Adolescence* (3 credit hours-graduate level)
- EDR 529: *Language, Literacy, and Educational Technology* (3 credit hours-graduate level)
- EDR 722: *Assessing and Evaluating Language and Literacy Development of Early Childhood and Childhood* (3 credit hours-graduate level)
- EDR 723: *Assessing and Evaluating Language and Literacy Development of Middle Childhood and Adolescence* (3 credit hours-graduate level)
- EDR 731: *Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education* (3 credit hours-graduate level)



- EDR 733: *Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education* (3 credit hours-graduate level)
- EDR 765: *Perspectives of Literacy* (3 credit hours-graduate level)
- EDR 605: *Professional Writing for Educators* (3 credit hours-graduate level)
- EDR 767: *Project Seminar: Research on Literacy I* (3 credit hours-graduate level)
- EDR 768: *Project Seminar: Research on Literacy II* (3 credit hours-graduate level)

**University of Central Florida, Orlando, FL**

Fall 2015

Adjunct Professor

- RED 3012: *Foundations of Reading Instruction* (3 credit hours-undergraduate level)
- Redesigned course to incorporate hands-on data analysis of urban student data and student profiles
- Created an environment to reflect, collaborate, and problem-solve about authentic reading problems and the instructional demands in an urban setting

## **K-12 Experience**

**Riverside Elementary, Orlando, FL**

2014-2016

*Literacy Coach*

- Mentored and coached teachers at all grade levels, with a focus on beginning teachers
- Provided school-wide support on new educational standards
- Assisted teachers with planning effective, rigorous standards-based literacy lessons
- Facilitated professional learning opportunities for teachers, including initial professional development sessions and group and individual follow-up
- Assisted with assessment planning, development, and monitoring
- Worked with struggling Tier 3 students

*Multi-Tiered Systems of Support (MTSS) Coach*

- Initiated problem-solving team meetings, including teachers and parents to develop individualized learning plans for struggling students
- Analyzed individual student data
- Designed interventions for Tier 2 and 3 students
- Managed school-wide interventions and support for Tier 2 and 3 students

**Orange County Public Schools District Office, Orlando, FL**

2013-2014

*Elementary ELA Instructional Coach*

- Modeled classroom lessons in ELA, including the integration of digital tools
- Designed and facilitated online professional development opportunities on best practices with the Elementary ELA block, FAIR-FS administration, and Summer School training
- Conceptualized, implemented, and facilitated numerous district-wide professional development for teachers on the state standards, effective reading strategies, and best practices in Elementary ELA classrooms
- Designed and wrote district curriculum documents to support teachers in grades K-5
- Coordinated district-wide summer reading camp for grades K-3
- Served as district contact for FAIR and FAIR-FS administration and data analysis.
- Assisted in the design and writing of district reading benchmark assessments.
- Coached and mentored school-based literacy coaches in data analysis, coaching practices, and monitoring literacy classrooms at focus schools within OCPS

**Mollie Ray Elementary, Orlando, FL**

2010-2013

### *Literacy Coach*

- Supported and monitored school wide reading instruction resulting in 85% of students meeting the writing standard on the 2011 FCAT Writing assessment and 79% of the Lowest 25% making learning gains on the 2012 FCAT Reading assessment
- Responsible for analyzing student data to assist in the development of teachers and staff.
- Conceptualized, implemented, and facilitated professional development workshops for teachers on best practices in guided reading instruction, Imagine It curriculum, Webb's Depth of Knowledge, Marzano, differentiated instruction, and the Smart 7 Reading strategies
- Provided Professional Learning Community trainings on deconstructing standards, FAIR test administration, FAIR data analysis, intervention lessons for Early Interventions in Reading and Corrective Reading, and 4<sup>th</sup> grade writing scoring
- Guided book studies on *Comprehension Connections* by Tanny McGregor, *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel Beck, *Text Complexity: Raising Rigor in Reading* by Frey, Fisher, and Lapp, and *Guided Reading: Good First Teaching for All Children* by Fountas and Pinnell
- Modeled the core reading program (Imagine It) lessons, guided reading group lessons, writing mini-lessons, and writing conferences for PLC's and individual teachers
- Mentored novice teachers, providing support in lesson planning and classroom management techniques
- Coordinated family literacy night, 4<sup>th</sup> grade writing night, and family science night

### *Response to Intervention (RtI) Coach*

- Initiated problem-solving team meetings with teachers and parents to provide tier 2 and tier 3 support to individual students through the RtI process
- Conceptualized and facilitated professional development workshops to teachers on the Response to Intervention process
- Provided tier 2 and 3 support to struggling readers

**Cheney Elementary, Orlando, FL**

2003-2010

*Second Grade Teacher/Team Leader*

*Fourth Grade Teacher/Team Leader*

- Provided academic instruction and planned engaging and interactive lessons for full inclusion classrooms.
- Increased the oral reading fluency of second grade students by an average of two grade levels.
- Led an instructional planning workshop focusing on vertical and horizontal alignment between grade levels on the Next Generation Sunshine State Standards and curriculum night planning.
- Provided direction to colleagues as grade level chair and coordinated grade level activities such as field trips.
- Served as a member of the Parent Teacher Association and coordinated activity nights such as Milk, Cookies, and Books.
- Served as a member of the bully prevention team and created lessons plans for teachers on team building and classroom meetings.
- Supervised student teachers, giving positive feedback and diplomatic suggestions for improvement.

## **PUBLICATIONS**

**Van Allen, J., & Zygouris-Coe, V.** (Accepted). Supporting the development of elementary school students' online research and comprehension skills through a reframed guided reading framework. *Journal of Literacy and Technology*.

- Van Allen, J.** (2017). How to support online research and comprehension in the content areas. *Reading in the Middle*, 9(1), 2-7. Retrieved from [http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading\\_in\\_the\\_middle\\_2017.pdf](http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading_in_the_middle_2017.pdf)
- Blanch, N., Forsythe, L., Roberts, S., & **Van Allen, J.** (2017). Reigniting writers: Using the elementary literacy block to support authentic writing experiences. *Childhood Education*, 93(1), 48-57. doi: 10.1080/00094056.2017.1275238
- Van Allen, J.** (2016). Student engagement in online research and comprehension through guided reading. *American Reading Forum Yearbook*, 36 [Online]. Retrieved from [http://www.americanreadingforum.org/yearbook/16\\_yearbook/papers/Teaching\\_Online\\_Research\\_and\\_Comprehension\\_Skills\\_through\\_Guided\\_Reading.pdf](http://www.americanreadingforum.org/yearbook/16_yearbook/papers/Teaching_Online_Research_and_Comprehension_Skills_through_Guided_Reading.pdf)
- Van Allen, J.** (2016). Book review: Crafting digital writing: Composing texts across media and genres. *Reading in the Middle*, 8(1), 9-11. Retrieved from [http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading\\_in\\_the\\_middle\\_newsletter\\_final\\_2.pdf](http://middleschoolreadingsigira.weebly.com/uploads/2/8/0/7/28072671/reading_in_the_middle_newsletter_final_2.pdf)
- Van Allen, J.** (2016). Developing digital literacy skills through guided reading instruction. *Florida Reading Journal*, 51(1), 16-21.

## PRESENTATIONS

- Van Allen, J., & Spencer, K. (2018, October). *Using student think alouds to foster collaborative, multimodal discussions*. Presentation at the New York State Reading Association 2018 Conference, Syracuse, NY.
- Van Allen, J. (2018, July). *Supporting students' online research and comprehension skills*. Presentation at International Literacy Association 2018 Conference, Austin, TX.
- Van Allen, J. (2018, April). *Tools for designing collaborative online learning experiences*. Presentation at Bronx EdTech Showcase, Bronx, NY.
- Van Allen, J. (2018, April). *Empowering learners through Internet Inquiry*. Presentation at the University of Central Florida 20<sup>th</sup> Annual Literacy Symposium, Orlando, FL.
- Van Allen, J. (2017, November). *Instructional strategies for building students' online research and comprehension skills*. Presentation at New York State Reading Association 2017 Conference, Saratoga Springs, NY.
- Van Allen, J. (2017, July). *Guided reading in an online world*. Presentation at the International Literacy Association 2017 Conference, Orlando, FL.
- Van Allen, J. (2017, January). *Building success for Lehman's students using an RtI (Response to Intervention) approach*. Presentation at 2017 Lehman's School of Education Retreat, Bronx, NY.

- Van Allen, J. (2016, December). *Internet reading and learning within a guided reading context*. Presentation at the American Reading Forum 2016 Conference, Sanibel, FL.
- Van Allen, J. (2016, April). *Guided reading in a world of connectivity*. Presentation at the University of Central Florida 18<sup>th</sup> Annual Literacy Symposium, Orlando, FL.
- Van Allen, J. (2015, December). *Student engagement in online research and comprehension through guided reading*. Presentation at the American Reading Forum 2015 Conference, Sanibel, FL.
- Van Allen, J., Forsythe, L., & Blanch, N. (2015, October). *Navigating rough waters: Writing adventures within the literacy block*. Presentation at the Florida Reading Association 53<sup>rd</sup> Annual Conference, Orlando, FL.
- Van Allen, J., & Reyes, J. (2015, October). *A sea of science in the elementary literacy block*. Presentation at the Florida Reading Association 53<sup>rd</sup> Annual Conference, Orlando, FL.
- Kelly, S., & Van Allen, J. (2015, January). *Cultivating curiosity as a means of closing the achievement gap*. Presentation at the Secondary Reading Council of Florida 20<sup>th</sup> Annual Conference, Jacksonville, FL.
- Van Allen, J., Forsythe, L., & Twyman, C. (2014, December). *Shifting perspectives on children's literature*. Presentation at the American Reading Forum 2014 Conference, Sanibel, FL.
- Van Allen, J. & Kelly, S. (2014, October). *The marriage between guided reading and Common Core*. Presentation at the Florida Reading Association 52<sup>nd</sup> Annual Conference, Orlando, FL.
- Van Allen, J., & Kelly, S. (2014, April). *The role of guided reading in the CCSS classroom*. Presentation at the University of Central Florida 16<sup>th</sup> Annual Literacy Symposium, Orlando, FL.

## **PROFESSIONAL DEVELOPMENT**

### **Facilitated**

- Van Allen, J. (2018, January – May). *Developing Students' Online Research and Reading Skills*. Multiple presentations and staff development at PS 304, Bronx, NY.
- Van Allen, J. (2017, November). *Graduate Writing Expectations in Literacy Education Workshop*. Presentation to Academic Center for Excellence Writing Tutors, Bronx, NY.
- Van Allen, J. (2014, October). *How to Administer Florida Assessments for Instruction in Reading-Florida Standards*. Online course facilitator at Orange County Public Schools, Orlando, FL.
- Van Allen, J. (2014, September). *How to Administer Florida Assessments for Instruction in Reading-Florida Standards Assessment*. Presentation at Orange County Public Schools, Orlando, FL.
- Van Allen, J., & Conti, N. (2014, January). *Common Core State Standards English/Language Arts Grades K-5 Black Belt Training*. Presentation at Orange County Public Schools, Orlando, FL.
- Van Allen, J. (June 2014). *Guided Reading Framework*. Presentation at Orange County Public Schools, Orlando, FL.

Van Allen, J. (June 2014). *Best Practices for the Literacy Block*. Online course facilitator at Orange County Public Schools, Orlando, FL.

## **SERVICE**

### **University**

Department Library Liaison, August 2018-present

Lehman College Student Research Advisory Board, August 2018-present (2 years)

Senate Library, Technology, & Telecommunications Committee, April 2018-present (2 years)

Lehman College, Literacy Studies Program Coordinator, August 2017-August 2018

- Wrote accreditation report for CAEP program review
- Advised program candidates
- Reviewed program applications
- Facilitated program information sessions for prospective students

### **Professional**

Guest Speaker for Doctoral Course at the University of Central Florida, June 2018

American Reading Forum Yearbook Manuscript Reviewer, March 2018- present

American Reading Forum Graduate Student Conference Proposal Reviewer, September 2017-present

American Reading Forum Board of Directors, February 2017-present

Florida Reading Association Board of Directors, August 2015-August 2016

- *Newsletter Editor*-Published the FRA newsletter four times a year

Central Florida Literacy Council Board of Directors, August 2015-August 2016

Literacy, Research, and Instruction (Journal), Guest Reviewer, August 2014-August 2016

Orange County Public Schools (OCPS), Textbook Adoption Committee member, 2013

## **AWARDS**

Steward Travel Award, CUNY Academy for the Humanities and Sciences, 2018

American Reading Forum (ARF) Graduate Student Scholarship, 2015

Target Grant Award Recipient, Orange County Public Schools, 2010

Teacher of the Year Nominee, Cheney Elementary, Orange County Public Schools, 2010

## **AFFILIATIONS**

### **National and International**

- International Society for Technology in Education (ISTE), 2017-present

- International Literacy Association (ILA), 2013-present
- American Reading Forum (ARF), 2014-present
- Association of Literacy Educators and Researchers (ALER), 2015-present

### **Regional, State, and Local**

- New York State Reading Association (NYSRA), 2016-present
- Florida Reading Association (FRA), 2014-2016
- Secondary Reading Council of Florida (SRCF), 2014-2015
- Central Florida Literacy Council (CFLC), 2015-2016

## Part Time Faculty CV

**Diana Drake Behan**  
31 Woodland Trail  
Carmel, New York 10512  
845-225-1979

### **Education**

National Board-Certified Teacher: Literacy  
Lehman College, City University of New York: M.S. in Education: Literacy – 1988  
Louisville Theological Presbyterian Seminary, Louisville, Kentucky: Master of  
Divinity – 1972  
Maryville College, Maryville, Tenn.: B.A. Major: Religion and Philosophy Minor: Education –  
1969

### **Teaching Experience**

NYC DOE Consultant PS 369: Bronx 2013-2015  
NYC DOE Mentor Teacher PS 369 2014-2015  
**PUBLIC SCHOOL 23: BRONX, NEW YORK (TRANSFERRED TO PS 23 FROM PS 257/51 WITH PRINCIPAL)**  
Literacy Coach 8/2003-2013  
Literacy Staff Developer 2/1996-8/2003  
Literature Cluster 9/1992-2/1996  
Mentor Teacher 9/1992-6/1995  
Lehman College, City University of New York  
Adjunct Lecturer 1989-present  
Elementary Education: Children's Literature Graduate Course  
Specialized Services in Education: Graduate Level Courses  
Reading Curriculum Birth-12  
Literacy Assessment Birth-12  
Reading Practicum  
Children's Literature K-6  
Continuing Education Instructor  
Paraprofessional Course I  
Paraprofessional Course II  
Literacy Course for First Year Teachers  
Developed and Co-Authored Kindergarten Social Studies Curriculum Unit for NYC District 10  
District Ten After School Staff Developer 1996-8  
Public School 51: Bronx New York (PS 51 was an annex to PS 257)  
Staff Developer 9/1991-8/1992  
Public School 257: Bronx, New York  
Literacy Cluster 9/1988-8/1991  
Public School 153: Bronx, New York  
Reading/Writing Teacher K-4 10/1987-8/1988  
Kindergarten Teacher 2/1986-10/1987  
New York City Catholic Schools  
First Grade Teacher 9/1983-1/1986  
Roosevelt Island Child Care Center: New York City  
Teacher and Administrative Assistant Director 1976-79  
Old Louisville Child Care Center: Louisville, Kentucky  
Director 1974-76



Wesley House Day Care Center: Louisville, Kentucky  
Kindergarten Teacher 1972-74  
Program Coordinator Parkhill Community Center: Louisville KY 1970-72

### **Continuing Education**

Region One Literacy Coach Network Meetings  
Region One Academic Rigor Study Group  
NYC Literacy Coach Training  
ECLAS -2 Training  
Voyager Passport Training  
District Ten Staff Development Workshops  
Learning Center Initiatives Curriculum Mapping Project  
District Ten Literacy Frameworks Facilitator Training  
District Ten Math Frameworks Training  
District Ten Study Groups: Kindergarten Choice Time  
Primary Literacy Standards  
Intergrading Literature into Literacy Curriculum  
Early Childhood Literacy Workshops  
Word Walls / Word Study  
Assessment Data  
Literacy and Content Areas Subjects  
Curriculum Mapping

Chris Baker: Children's Literature  
Instructional Strategies for Reading

NYC Human Relations Workshops  
NYC Parent Involvement Workshops  
NYC ESL Training  
NYC Jose P Training  
NYC Violence Prevention Workshop  
NYC Child Abuse Workshop  
NYC Library Professional Development Days  
NYC Social Studies Workshop  
Lehman College Additional Graduate Courses  
Study of Learning Disabilities  
Literacy and the Arts

Teachers College Writing and Reading Project Workshops  
Summer Institutes  
Calendar Days

New York State Reading Association Conferences  
NCTE Conferences and Workshops  
Wright Group Guided Reading Workshops  
Balanced Literacy Three Day Workshop  
Phonemic Awareness and Phonics Workshop

Westchester / Putnam Reading Association Meetings and Workshops  
University of Louisville: Urban Education and Urban Education Seminars  
New York State Higher Education Teacher Training and Certification Conference

### **Certification**

National Board-Certified Teacher-Literacy  
New York State Permanent Reading License K – 12  
New York City Common Branch License  
New York City Early Childhood License  
New York City ESL Ancillary

### **Professional Organizations**

International Literacy Association  
New York State Reading Council

### **Workshops Developed and Lead**

Region One: NYC Dept. of Education – Literacy Academy Leader  
PS 23: Parent Workshops in Reading and Writing

Literacy Professional Development  
Using NY Common Core State Standards  
Curriculum  
ELA Standards  
Rubrics and Criteria Charts  
Children’s Literature  
Literature Circles  
Reader’s Theatre  
Literacy Assessment Tools  
Balanced Literacy  
ELA Tests and Test Preparation  
Curriculum Maps  
Parent / Teacher Programs

Study Groups  
Grade Level Curriculum  
Guided reading  
ELA Standards  
Reading and Writing Calendars  
Alternative Methods of Instruction  
Professional Book Discussions

District Ten New Teacher Workshops 1993-5

PS 153: Teaching with Literature  
Balanced Literacy  
Reaching Struggling Readers  
Integrating Literature into the Content Areas  
Professional Book Discussion Groups

PS 4: Literacy Workshop Series

PS 53: Literacy Workshop Series

Kent Primary School: Carmel, New York - Literacy Workshops

Ridge Road Elementary School: Rye Brook, NY- Assessment Workshop

Carmel Nursery School: Parent Literacy Workshops

Lehman College: Summer Literacy Institutes

After School Professional Study Groups

Assessment Based Literacy Instruction

Paraprofessional – Teacher Working Relationships

*Folktales Throughout the Curriculum*  
*Making Literacy Murals*  
*Making Literature Come Alive*  
Reed Memorial Library: Carmel NY – Parent Workshops in Literacy  
Parent Workshops: *The Kindergarten Adventure*  
*How to Make Reading and Writing a Family Affair*  
*Making Books with Children*  
*Reading Aloud Each Day*  
*Children's' Writing Stages*  
New York State Child Care Council: *Balanced Literacy Instruction in an*  
*Integrated Curriculum*  
Hudson River Presbytery: *Let's Get Excited About Teaching*

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Human Performance and Fitness, M.S.

Hegis Number: 1299.30

Program Code: 39966

Effective Term: Fall 2019

**1. Type of Change:** Add New (Approved) Program Description and Curriculum to Graduate Bulletin

**2. To:**  
**Human Performance and Fitness, M.S.**

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the

undergraduate record as a whole and a 3.0 in courses specific to exercise science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.

- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant’s preparation for master’s work and interest in pursuing a career in the fitness field

The M.S. in Human Performance and Fitness program offers two options: Thesis or Capstone Project

**Option 1: Thesis**

<i>Core Courses</i> .....	18 Credits
EXS 501 Physical Activity, Exercise and Fitness .....	3 credits
EXS 502 Advanced Exercise Physiology .....	3 credits
EXS 503 Advanced Research Methods in Exercise Science .....	3 credits
EXS 504 Advanced Exercise Testing and Prescription .....	3 credits
EXS 505 Advanced Sports Nutrition.....	3 credits
EXS 506 Applied Training Methodologies .....	3 credits
 <i>Elective Courses</i> .....	 9 Credits
EXS 615 Advanced Biomechanics and Kinesiology.....	3 credits
EXS 616 Advanced Motor Learning .....	3 credits
EXS 626 Fitness Management and Marketing .....	3 credits
EXS 665 Psychology of Sport .....	3 credits
EXS 680 Special Topics in Exercise Science.....	3 credits
 <i>Thesis</i> .....	 6 Credits
EXS 790 Thesis Workshop 1 .....	3 credits
EXS 791 Thesis Workshop 2 .....	3 credits

**Option 2: Capstone Project**

<i>Core Courses</i> .....	18 Credits
EXS 501 Physical Activity, Exercise and Fitness .....	3 credits
EXS 502 Advanced Exercise Physiology .....	3 credits
EXS 503 Advanced Research Methods in Exercise Science .....	3 credits
EXS 504 Advanced Exercise Testing and Prescription .....	3 credits
EXS 505 Advanced Sports Nutrition.....	3 credits
EXS 506 Applied Training Methodologies .....	3 credits
 <i>Elective Courses</i> .....	 12 Credits
EXS 615 Advanced Biomechanics and Kinesiology.....	3 credits
EXS 616 Advanced Motor Learning .....	3 credits
EXS 626 Fitness Management and Marketing .....	3 credits
EXS 665 Psychology of Sport .....	3 credits
EXS 680 Special Topics in Exercise Science.....	3 credits
 <i>Capstone Project</i> .....	 3 Credits
EXS 795 Capstone Project Workshop.....	3 credits

**3. Rationale:** The Human Performance and Fitness program has just received NYSED approval, and the program information needs to be added to the Lehman College Graduate Bulletin.

**4. Date of departmental approval:** 12/6/17

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

**DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: English Education MSEd  
Hegis Number: 1501.01 (Sequences 1-3)  
Hegis Number: 0899.50 (alt cert, Sequence 4)  
Program Code: 25803 (Sequences 1-3); 25802 (Sequence 4)  
Effective Term: Fall 2019

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

2. **From:**  
**English Education M.S.Ed. Program**

This program is designed for students seeking a master's degree in English Education, grades 7-12. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will also be eligible to receive both Initial and Professional Certification to teach English in New York State in Grades 7-12. Applicants will apply to one of the 4 following sequences based on their qualifications:

**Sequence 1 (30-33 crs.):** Candidates already certified in English Education 7-12.

**Sequence 2 (35-39 crs.):** Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.

**Sequence 3 (44-45 crs.):** Candidates who seek initial New York State certification in English Education 7-12 but who lack any coursework in education.

**Sequence 4 (38 crs):** Transitional B candidates who seek initial New York State certification in English Education 7-12.

**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.

### English Education Degree Requirements

Students must consult with an adviser in the M.S Ed program in English Education before starting their master's program. During their first semester, matriculated students are required to plan their program with a program adviser. All students will complete one of the following sequences: Sequence 1 (30-33 crs.), Sequence 2 (35-39 crs.); Sequence 3 (44-45 credits) or Sequence 4 (38 credits).

#### Sequence 1 (30-33 crs.):

Candidates who are already certified in English Education 7-12.

#### Methods of Teaching English in Middle and High School (15-18 crs):

		Credits
<b>ESC 522</b>	Teaching English in Middle and High School	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<del><b>ESC 723</b></del>	<del>Teaching Reading in the Content Areas</del>	<del>3</del>
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3
<b>ESC 725</b>	Teaching English Grammar	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3

**ESC 522:** *Except for those who completed **ESC 422** or equivalent as undergraduates.*

#### English Electives (9 credits):

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

#### Seminar in Curriculum Theory and Development:

Credits



<b>ESC 788</b>	Curriculum Theory and Design	3
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**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

*ESC 708: Culminates in an approved curriculum project.*

**Sequence 2 (34-39 crs.):**

Candidates seeking initial certification who have met core education requirements.

**Methods of Teaching English in Middle and High School (15-18 crs):**

		Credits
<b>ESC 522</b>	Teaching English in Middle and High School	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<b>ESC 723</b>	Teaching Reading in the Content Areas	3
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3
<b>ESC 725</b>	Teaching English Grammar	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3

*ESC 522: Except for those who completed **ESC 422** or equivalent as undergraduates.*

**English Electives (9 credits):**

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

**Seminar in Curriculum Theory and Development:**

		Credits
<b>ESC 788</b>	Curriculum Theory and Design	3

**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

*ESC 708: Culminates in an approved curriculum project.*

**Student Teaching or Teaching Internship (4-6 crs):****Teaching Internship**

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

or

**Student Teaching**

		Credits
<b>ESC 596</b>	Student Teaching in the Middle and High School Grades	3
	Plus	
<b>ESC 612</b>	Seminar in Secondary Student Teaching	3

**Sequence 3 (44-45 credits):**

Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

**Core Education (15 credits):**

		Credits
<b>ESC 501</b>	Psychological Foundations of Education	3
<b>ESC 502</b>	Historical Foundations of Education: A Multicultural Perspective	3
<b>ESC 529</b>	Language and Literacies Acquisition in Secondary Education	3
<b>ESC 506</b>	Special Needs Education in TESOL and Secondary Settings	3
<b>ESC 522</b>	Teaching English in Middle and High School	3

**ESC 506:** *Or the equivalent.*

**Methods of Teaching English in Middle and High School (9 credits):**

Selected from:

	Credits
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<b>ESC 720</b>	Reading and Reading Materials for Adolescents	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<b>ESC 722</b>	Teaching Communication Skills in the Content Areas	3
<b>ESC 723</b>	Teaching Reading in the Content Areas	3
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3
<b>ESC 772</b>	Evaluation and Assessment of Student Learning	3

**English Electives (9-12 credits):**

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

**Seminar in Curriculum Theory and Development:**

		Credits
<b>ESC 788</b>	Curriculum Theory and Design	3

**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

*ESC 708: Culminates in an approved curriculum project.*

**Student Teaching or Teaching Internship (4-6 crs):****Teaching Internship**

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

or

**Student Teaching**

		Credits
<b>ESC 596</b>	Student Teaching in the Middle and High School Grades	3
	Plus	
<b>ESC 612</b>	Seminar in Secondary Student Teaching	3

**Sequence 4 (38 credits):**

Teachers who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

**Core Education (12 credits):**

		Credits
<b>ESC 501</b>	Psychological Foundations of Education	3
<b>ESC 529</b>	Language and Literacies Acquisition in Secondary Education	3
<b>ESC 506</b>	Special Needs Education in TESOL and Secondary Settings	3
<b>ESC 522</b>	Teaching English in Middle and High School	3

*ESC 506: Or the equivalent.*

**Methods of Teaching English in Middle and High School (9 credits):**

Selected from:

		Credits
<b>ESC 720</b>	Reading and Reading Materials for Adolescents	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<b>ESC 722</b>	<del>Teaching Communication Skills in the Content Areas</del>	<del>3</del>
<b>ESC 723</b>	<del>Teaching Reading in the Content Areas</del>	<del>3</del>
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3

<b>ESC 772</b>	Evaluation and Assessment of Student Learning	3
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**English Electives (9 credits):**

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

**ESC 708:** *Culminates in an approved curriculum project.*

**Teaching Internship (5 credits):**

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

Additional Requirements for Initial and Professional Certification in English Education 7-12.

All candidates must take the English Language Arts Content Specialty Test (CST) by the end of their second semester in the program. Candidates who do not pass the exam before completing half of their program credits may be asked to take additional English courses.

In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and English CST (teachers who were certified prior to April 30, 2014, only present passing scores on the English CST); and (c) demonstrate successful completion of a liberal arts and sciences core. Please see advisor for more information.

In order to qualify for professional certification in English Education 7-12, in addition to the master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves grades 7-12, and must meet any additional New York State requirements.

Qualified English Education 7-12 candidates may also apply to the Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study.

**3. To:****English Education M.S.Ed. Program**

This program is designed for students seeking a master's degree in English Education, grades 7-12. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will also be eligible to receive both Initial and Professional Certification to teach English in New York State in Grades 7-12. Applicants will apply to one of the 4 following sequences based on their qualifications:

**Sequence 1 (30 crs.):** Candidates already certified in English Education 7-12.

**Sequence 2 (32-36 crs.):** Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.

**Sequence 3 (41-42 crs):** Candidates who seek initial New York State certification in English Education 7-12 but who lack any coursework in education.

**Sequence 4 (38 crs):** Transitional B candidates who seek initial New York State certification in English Education 7-12.

### 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.

### English Education Degree Requirements

Students must consult with an adviser in the M.S Ed program in English Education before starting their master's program. During their first semester, matriculated students are required to plan their program with a program adviser. All students will complete one of the following sequences: Sequence 1 (30 crs.), Sequence 2 (32-36 crs.); Sequence 3 (41-42 credits) or Sequence 4 (38 credits).

**Sequence 1 (30 crs.):**

Candidates who are already certified in English Education 7-12.

**Methods of Teaching English in Middle and High School (15-18 crs):**

		Credits
<b>ESC 522</b>	Teaching English in Middle and High School	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3
<b>ESC 725</b>	Teaching English Grammar	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3
<b><u>ESC 720</u></b>	<u>Reading and Reading Materials for Adolescents</u>	<u>3</u>
<b><u>ESC 772</u></b>	<u>Evaluation and Assessment of Student Learning</u>	<u>3</u>

**ESC 522:** *Except for those who completed **ESC 422** or equivalent as undergraduates.*

**English Electives (9-12 credits):**

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

**ESC 708:** *Culminates in an approved curriculum project.*

**Sequence 2 (31-36 crs.):**

Candidates seeking initial certification who have met core education requirements.

**Methods of Teaching English in Middle and High School (15-18 crs):**

		Credits
<b>ESC 522</b>	Teaching English in Middle and High School	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3

<b>ESC 725</b>	Teaching English Grammar	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3
<b><u>ESC 772</u></b>	<u>Evaluation and Assessment of Student Learning</u>	<u>3</u>

**ESC 522:** *Except for those who completed **ESC 422** or equivalent as undergraduates.*

**English Electives (9 credits):**

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

**ESC 708:** *Culminates in an approved curriculum project.*

**Student Teaching or Teaching Internship (4-6 crs):**

**Teaching Internship**

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

or

**Student Teaching**

		Credits
<b>ESC 596</b>	Student Teaching in the Middle and High School Grades	3
	Plus	
<b>ESC 612</b>	Seminar in Secondary Student Teaching	3

**Sequence 3 (41-42 credits):**

Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.



**Core Education (15 credits):**

		Credits
<b>ESC 501</b>	Psychological Foundations of Education	3
<b>ESC 502</b>	Historical Foundations of Education: A Multicultural Perspective	3
<b>ESC 529</b>	Language and Literacies Acquisition in Secondary Education	3
<b>ESC 506</b>	Special Needs Education in TESOL and Secondary Settings	3
<b>ESC 522</b>	Teaching English in Middle and High School	3

*ESC 506: Or the equivalent.*

**Methods of Teaching English in Middle and High School (9 credits):**

Selected from:

		Credits
<b>ESC 720</b>	Reading and Reading Materials for Adolescents	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<b>ESC 722</b>	Teaching Communication Skills in the Content Areas	3
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3
<b>ESC 772</b>	Evaluation and Assessment of Student Learning	3
<b><u>ESC 725</u></b>	<u>Teaching English Grammar</u>	<u>3</u>

**English Electives (9-12 credits):**

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and	3

## Assessment in Specialized Areas

**ESC 708:** *Culminates in an approved curriculum project.*

**Student Teaching or Teaching Internship (4-6 crs):****Teaching Internship**

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

or

**Student Teaching**

		Credits
<b>ESC 596</b>	Student Teaching in the Middle and High School Grades	3
	Plus	
<b>ESC 612</b>	Seminar in Secondary Student Teaching	3

**Sequence 4 (38 credits):**

Teachers who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

**Core Education (12 credits):**

		Credits
<b>ESC 501</b>	Psychological Foundations of Education	3
<b>ESC 529</b>	Language and Literacies Acquisition in Secondary Education	3
<b>ESC 506</b>	Special Needs Education in TESOL and Secondary Settings	3
<b>ESC 522</b>	Teaching English in Middle and High School	3

**ESC 506:** *Or the equivalent.*

**Methods of Teaching English in Middle and High School (9 credits):**

Selected from:

		Credits
<b>ESC 720</b>	Reading and Reading Materials for Adolescents	3
<b>ESC 721</b>	Literature for Middle and High School Students	3
<b>ESC 724</b>	Methods of Teaching Writing in Middle and High School	3
<b>ESC 730</b>	Methods of Teaching English in Middle and High School: Selected Topics	3
<b>ESC 772</b>	Evaluation and Assessment of Student Learning	3
<b><u>ESC 725</u></b>	<u>Teaching English Grammar</u>	<u>3</u>

**English Electives (9 credits):**

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

**Master's Project (3 credits):**

		Credits
<b>ESC 708</b>	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

**ESC 708:** *Culminates in an approved curriculum project.*

**Teaching Internship (5 credits):**

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

Additional Requirements for Initial and Professional Certification in English Education 7-12.

All candidates must take the English Language Arts Content Specialty Test (CST) by the end of their second semester in the program. Candidates who do not pass the exam before completing half of their program credits may be asked to take additional English courses.

In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and English CST

(teachers who were certified prior to April 30, 2014, only present passing scores on the English CST); and (c) demonstrate successful completion of a liberal arts and sciences core. Please see advisor for more information.

In order to qualify for professional certification in English Education 7-12, in addition to the master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves grades 7-12, and must meet any additional New York State requirements.

Qualified English Education 7-12 candidates may also apply to the Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study.

**4. Rationale:**

The English Education faculty felt it was important to narrow the selection of existing courses across sequences to make program more coherent and make sure NCTE standards are consistently addressed for all students. Thus, the same six courses are offered in all sequences to meet teaching of reading, writing, language, and assessment standards (ESC 720, ESC 721, ESC 724, 725, 730, 772). We have integrated the content from ESC 788: Curriculum Theory and Design into our program by narrowing our program to a set of core methods courses.

**5. Date of departmental approval: 10/25/2018**

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

1. **Type of Change:** *pre or corequisite*

2. **From:**

Department(s)	Nursing
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	NURSING
Course Prefix & Number	NUR 720
Course Title	Concepts and Theories for Advanced Nursing Practice
Description	This course provides a base for graduate Nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis on development of those concepts that have particular relevance for research and nursing practice.
Pre/ Co Requisites	<del>Prerequisite: Successful completion of the Department's Graduate English Proficiency Exam.</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 720
Course Title	Concepts and Theories for Advanced Nursing Practice
Description	This course provides a base for graduate Nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis on development of those concepts that have particular relevance for research and nursing practice.
Pre/ Co Requisites	<u>Prerequisite or Corequisite: NUR 600.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** The English Proficiency Exam is no longer used for program admission. NUR 600 Biostatistics is required for program admission and can be taken before or with NUR 720.

5. **Date of departmental approval:** October 1, 2018

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

1. **Type of Change:** *pre or corequisite*

2. **From:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 721
Course Title	Essentials of Clinical Research
Description	This course focuses on inquiry through research. Students will critique research reports and apply the research process as they develop their own proposal.
Pre/ Co Requisites	<del>Prerequisite: NUR 720, NUR 600, or a graduate-level statistics course.</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 721
Course Title	Essentials of Clinical Research
Description	This course focuses on inquiry through research. Students will critique research reports and apply the research process as they develop their own proposal.
Pre/ Co Requisites	<u>Prerequisite or Corequisite: NUR 720.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** No need to have NUR 600 as a prerequisite, since this course is a pre/corequisite for NUR 720.

5. **Date of departmental approval:** October 1, 2018



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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

1. **Type of Change:** *pre or corequisite*

2. **From:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 726
Course Title	Health Planning and Policy Making: Leadership Issues
Description	An identification and critical analysis of the major issues in leadership, health planning, and policy making that confront members of the healthcare discipline.
Pre/ Co Requisites	<del>Pre-requisites: NUR 720, 721 and a minimum of one course in the advanced Nursing clinical specialization.</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 726
Course Title	Health Planning and Policy Making: Leadership Issues
Description	An identification and critical analysis of the major issues in leadership, health planning, and policy making that confront members of the healthcare discipline.
Pre/ Co Requisites	<u>Prerequisite: NUR 721.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** Course content does not require that students have clinical experiences to apply concepts in a theoretical manner. Also, no need to have NUR 720 as a prerequisite, since this course is a pre/corequisite for NUR 721.

5. **Date of departmental approval:** October 1, 2018

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

1. **Type of Change:** *pre or corequisite*

2. **From:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 766
Course Title	Advanced Pathophysiology
Description	This course will examine abnormal biological processes that result in health deviations. Students will select modules specific to their chosen areas of practice.
Pre/ Co Requisites	<del>Prerequisite: Admission to graduate program in Nursing.</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 766
Course Title	Advanced Pathophysiology
Description	This course will examine abnormal biological processes that result in health deviations. Students will select modules specific to their chosen areas of practice.
Pre/ Co Requisites	<u>Prerequisite NUR 721</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale:**

NUR 721 is being added as a prerequisite since it is a core course in the Family Nurse Practitioner program and lays a beginning foundation for the masters-prepared nurse. NUR 721 should be completed prior to other biological nursing science courses like NUR 766.

**5. Date of departmental approval:** October 1, 2018

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

1. **Type of Change:** *pre or corequisite*

2. **From:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 773
Course Title	Advanced Health Assessment
Description	Theories and methods of comprehensive assessment of clients across the life span, including physical, psychosocial, and pathophysiological signs and symptoms; refinement of ability to utilize sophisticated techniques to assess, identify, and differentiate deviations from normal; incorporate cultural and developmental variations and needs of client.
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)	Nursing
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	Nursing
Course Prefix & Number	NUR 773
Course Title	Advanced Health Assessment
Description	Theories and methods of comprehensive assessment of clients across the life span, including physical, psychosocial, and pathophysiological signs and symptoms; refinement of ability to utilize sophisticated techniques to assess, identify, and differentiate deviations from normal; incorporate cultural and developmental variations and needs of client.
Pre/ Co Requisites	<u>Prerequisite: NUR 721</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:**

NUR 721 is being added as a prerequisite since it is a core course in the Family Nurse Practitioner program and lays a beginning foundation for the masters-prepared nurse. NUR 721 should be completed prior to clinically foundational nursing science courses like NUR 773.

**5. Date of departmental approval:** October 1, 2018

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

1. **Type of Change:** *pre or corequisite*

2. **From:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 774
Course Title	Advanced Family Nurse Practitioner I
Description	Within a nursing science and family/community systems framework, the focus of this course is upon delivery of primary care to culturally diverse families during the childbearing years. Development from conception through young adulthood will be viewed from the perspective of urban family life. Concepts from epidemiology, community health, nursing and family theories will be incorporated throughout. Clinical experiences, will provide opportunities for students to promote health and prevent illness; diagnose, treat, and manage children's health. Implementation of clinical decision making, interventions and health care protocols emphasizing early detection, control and/or resolution of the acute phase of children' health problems in a variety of ambulatory care settings To provide knowledge and application of theory and skills of primary care of children's levels of health required for the family nurse practitioner as a primary health care provider. Case studies and seminars will supplement the didactic instruction.
Pre/ Co Requisites	Prerequisites/ <del>Corequisite</del> : NUR 773, NUR 767, NUR 766
Credits	6
Hours	3 lecture, 12 clinical laboratory hours/week
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:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 774
Course Title	Advanced Family Nurse Practitioner I
Description	<p>Within a nursing science and family/community systems framework, the focus of this course is upon delivery of primary care to culturally diverse families during the childbearing years. Development from conception through young adulthood will be viewed from the perspective of urban family life. Concepts from epidemiology, community health, nursing and family theories will be incorporated throughout. Clinical experiences, will provide opportunities for students to promote health and prevent illness; diagnose, treat, and manage children's health. Implementation of clinical decision making, interventions and health care protocols emphasizing early detection, control and/or resolution of the acute phase of children' health problems in a variety of ambulatory care settings To provide knowledge and application of theory and skills of primary care of children's levels of health required for the family nurse practitioner as a primary health care provider. Case studies and seminars will supplement the didactic instruction.</p>
Pre/ Co Requisites	<p><u>Prerequisite/Corequisite: NUR 769</u></p> <p>Prerequisites: NUR 773, NUR 767, NUR 766</p>
Credits	6
Hours	3 lecture, 12 clinical laboratory hours/week
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive,	NA



WAC, etc) General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. **Rationale:** Students need prerequisite course information to understand and apply content to clinical practicum. The content of NUR 769 compliments the content of NUR 774 and is being added as a prerequisite or corequisite. NUR 766, 767 and 773 are being removed as corequisites because their content is important to understand prior to enrolling in NUR 774.

5. **Date of departmental approval:** October 1, 2018

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 787
Course Title	Advanced Professional Seminar
Description	This course provides the experience for graduate Nursing students to complete and present their clinical research project, including formal presentation (oral and written) of the results.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 787
Course Title	Advanced Professional Seminar
Description	This course provides the experience for graduate Nursing students to complete and present their clinical research project, including formal presentation (oral and written) of the results. (Note: Final course in the Master of Science in Nursing program.)
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** All content from prior courses in the master’s degree programs is applied in this course. This is the final course in the nursing program as stated on our curriculum plan. Adding this statement as a note to the course description reduces student’s confusion regarding course sequencing.

5. **Date of departmental approval:** October 1, 2018

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Speech-Language Pathology, M.A.

Hegis Number: 1220.00

Program Code: 25816

Effective Term: Fall 2019

1. **Type of Change:** Name of registered degree

2. **From:**

~~Teachers of Students with Speech-Language Disabilities with Bilingual Extension  
(TCHRS/STDS W/SPCH LANG DIS W/Biling EXT)~~

**Degree Requirements**

To fulfill the requirements for the M.A. degree in Speech-Language Pathology, students must complete the curriculum consisting of 63 credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.

Matriculated students must attend two professional development seminars with proof of certification of attendance.

Coursework:

		Credits
<b>SPE 700</b>	Introduction to Research Methods	3
<b>SPE 701</b>	Seminar in Professional Issues	1
<b>SPE 705</b>	Speech Science	3

<b>SPE 717</b>	Advanced Anatomy, Physiology, and Neurology of Speech	3
<b>SPE 718</b>	Phonology and Articulation	3
<b>SPE 719</b>	Audiology for the Speech-Language Pathologist	4
<b>SPE 721</b>	Early Childhood Language Disorders	3
<b>SPE 722</b>	Language Disorders in School-Age Children and Adolescents	3
<b>SPE 723</b>	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
<b>SPE 725</b>	Diagnostic Techniques in Speech-Language Pathology	3
<b>SPE 726</b>	Aphasia and Related Disorders	3
<b>SPE 727</b>	Voice Disorders	3
<b>SPE 729</b>	Clinical Practicum and Seminar in Speech-Language Pathology	3
<b>SPE 730</b>	Clinical and Classroom Practicum in Speech-Language Pathology	2
<b>SPE 734</b>	Diagnostic Practicum	3
<b>SPE 736</b>	Motor Speech Disorders	3
<b>SPE 739</b>	Dysphagia	3

**Two 3-credit elective courses:**

A minimum of two elective courses:

		Credits
<b>SPE 748</b>	Augmentative and Alternative Communication (AAC)	3
	Or	

<b>*SPE 735</b>	Seminar in Speech-Language Pathology	3
	Or	
<b>**SPE 796</b>	Independent Study	1-3
	Or	
<b>SPE 703</b>	Theory and Application of Bilingualism to Speech Language Pathology	3
SPE 728	Topics in Early Intervention	3
SPE 711	Autism Spectrum Disorders	3
SPE 709	Medical Speech-Language Pathology	3
SPE 712	Expert Clinical Writing	3
<b>**SPE 799</b>	Thesis Seminar	1-3

\*735 may be taken up to three times covering different topics

~~\*\* In order for SPE 796 and SPE 799 to be counted as an elective, the courses must be taken as three-credit courses.~~

### Bilingual Extension

Students who are completing the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate need to complete the following additional 12 credits:

		Credits
<b>ESC 759</b>	Foundations of Bilingual/Bicultural Education	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
	Or	
<b>ESC 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3

	Or	
<b>ESC 761</b>	Teaching English as a Second Language to Adolescents and Adults	3
<b>SPE 530</b>	Organization of the Speech and Hearing Program in Elementary and Secondary Schools	3
<b>SPE 703</b>	Theory and Application of Bilingualism to Speech Language Pathology	3

Complete 50 hours of supervised field experiences providing bilingual speech language hearing services to children, and pass the BEA exam (<http://www.nystce.nesinc.com/>).

### 3. To:

M.A. in Speech Language Pathology with Bilingual Extension

#### Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology, students must complete the curriculum consisting of 63 credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.

Matriculated students must attend two professional development seminars with proof of certification of attendance.

#### Coursework:

		Credits
<b>SPE 700</b>	Introduction to Research Methods	3
<b>SPE 701</b>	Seminar in Professional Issues	1
<b>SPE 705</b>	Speech Science	3

<b>SPE 717</b>	Advanced Anatomy, Physiology, and Neurology of Speech	3
<b>SPE 718</b>	Phonology and Articulation	3
<b>SPE 719</b>	Audiology for the Speech-Language Pathologist	4
<b>SPE 721</b>	Early Childhood Language Disorders	3
<b>SPE 722</b>	Language Disorders in School-Age Children and Adolescents	3
<b>SPE 723</b>	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
<b>SPE 725</b>	Diagnostic Techniques in Speech-Language Pathology	3
<b>SPE 726</b>	Aphasia and Related Disorders	3
<b>SPE 727</b>	Voice Disorders	3
<b>SPE 729</b>	Clinical Practicum and Seminar in Speech-Language Pathology	3
<b>SPE 730</b>	Clinical and Classroom Practicum in Speech-Language Pathology	2
<b>SPE 734</b>	Diagnostic Practicum	3
<b>SPE 736</b>	Motor Speech Disorders	3
<b>SPE 739</b>	Dysphagia	3

**Six credits of elective courses:**

		Credits
<b>SPE 748</b>	Augmentative and Alternative Communication (AAC)	3
<b>*SPE 735</b>	Seminar in Speech-Language Pathology	3



<b>SPE 796</b>	Independent Study	1-3
<b>SPE 703</b>	Theory and Application of Bilingualism to Speech Language Pathology (for non-bilingual extension students)	3
<b>SPE 728</b>	Topics in Early Intervention	3
<b>SPE 711</b>	Autism Spectrum Disorders	3
<b>SPE 709</b>	Medical Speech-Language Pathology	3
<b>SPE 712</b>	Expert Clinical Writing	3
<b>SPE 799</b>	Thesis Seminar	1-3

\*735 may be taken up to three times covering different topics

### **Bilingual Extension**

Students who are completing the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate need to complete the following additional 12 credits:

		Credits
<b>ESC 759</b>	Foundations of Bilingual/Bicultural Education	3
<b>EDE 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
	Or	
<b>ESC 727</b>	Teaching English as a Second Language (Pre-K to Grade 6)	3
	Or	
<b>ESC 761</b>	Teaching English as a Second Language to Adolescents and Adults	3

<b>SPE 530</b>	Organization of the Speech and Hearing Program in Elementary and Secondary Schools	3
<b>SPE 703</b>	Theory and Application of Bilingualism to Speech Language Pathology	3

Complete 50 hours of supervised field experiences providing bilingual speech language hearing services to children, and pass the BEA exam (<http://www.nystce.nesinc.com/>).

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

The original name of the program, to which the bilingual extension was attached, reflected a Master's degree in Education and not in Speech Language Pathology. The new proposed program name reflects the academic plan by which graduate students pursue first and foremost the Master's degree in Speech-Language pathology, certifying them as clinicians (by the American Speech-Language-Hearing Association) and secondarily pursue the bilingual extension to the TSSLD certificate, allowing them to practice as Speech-Language Pathologists in NYS schools and service bilingual children.

We added the other revisions for clarification. Students taking the bilingual extension are required to complete 6 credits of electives in addition to their bilingual extension coursework.

**5. Date of departmental approval:** October 18, 2018

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Bilingual Extension in Speech-Language Pathology, Advanced Certificate

Hegis Number: 1220.00.

Program Code:

Effective Term: Fall 2019

1. **Type of Change:** New Bilingual Extension Advanced Certification program in Speech-Language Pathology

2. **Description:**

Bilingual Extension in Speech-Language Pathology (12 credits)

This advanced certificate program will be offered to students who already possess a master's degree and a New York State (NYS) initial or professional certification in speech-language pathology. The Advanced Certificate Program enables them to become certified to provide speech and language therapy to bilingual students. This program requires 12 credits, 6 in education and 6 in speech-language pathology. In addition, students will be required to accrue 50 hours of experience working with bilingual clients supervised by a bilingual speech-language pathologist. Prior to receipt of the certificate, students must show evidence of passage of the BEA exam in the language of certification.

**Admission Requirements:**

- Possess a master's degree in Speech-Language Pathology or its equivalent.
- Demonstrate the ability to successfully pursue graduate study by having a grade point average in their master's degree of 3.0 or better.
- Submit two letters of recommendation and a 200-word essay on career goals.
- Meet additional Departmental, divisional, and New York State requirements, if any.

**Program of Study:**

**Content Courses (Total of 12 credits):**

<b>Course</b>	<b>Credits</b>
<i>ESC 759 Foundations of Bilingual/Bicultural Education</i>	3
<i>SPE 530 Organization of the Speech and Hearing Program in Elementary</i>	3

*and Secondary Schools*

*SPE 703 Theory and Application of Bilingualism to Speech Language Pathology* 3

*And one of the following courses:* 3

*EDE 727 Teaching English as a Second Language (Pre-K to Grade 6)*

*ESC 727 Teaching English as a Second Language (Pre-K to Grade 6)*

*ESC 761 Teaching English as a Second Language to Adolescents and Adults*

*Supervised field experience of at least 50 clock hours with bilingual children*

TOTAL CREDITS FOR CERTIFICATE: 12

### 3. **Rationale:**

There is a dire need for speech language pathologists in NYS schools (especially in the Bronx) who hold the bilingual extension. Former Lehman College students who received their M.A. in Speech-Language Pathology or other practicing speech-language pathologists will be able to pursue their certification to work with bilingual children with speech-language disabilities. By offering this Advanced Certificate program, we will create a formal and programmatic path to prepare speech-language pathologists to service bilingual children with speech-language disabilities or swallowing difficulties in the community. Note that the coursework for this Bilingual Extension Advanced Certificate is identical to that approved by New York State for the bilingual component of our M.A. in Speech-Language Pathology with Bilingual Extension.

4. **Date of departmental approval:** October 18, 2018



## Application to Change or Adapt a Registered Professional Education Program

### Form Instructions:

- Prior to implementing **any changes** in a program leading to a professional license or a related field, please contact the Professional Education Program Review Unit at [OPPROGS@mail.nysed.gov](mailto:OPPROGS@mail.nysed.gov).
- Use this form to request program changes that require approval by the State Education Department.<sup>1</sup>
- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.<sup>2</sup>
- If the change involves offering an existing registered program at a new location, or creating a dual-degree program from existing programs, complete a [new registration application](#) for the proposed program.

<b>Section I: General Information</b>	
<b>Institution name and address</b>	Lehman College, CUNY  <i>Additional information:</i> <ul style="list-style-type: none"> <li>▪ Specify campus where program is offered, if other than the main campus:</li> </ul>
<b>Identify the program you wish to change</b>	Program title: Bilingual extension for teachers of students with speech and language disabilities  <u>Award</u> (e.g., B.A., M.S.): M.A. with bilingual extension  Credits: 72  HEGIS code: 1220.00  <u>Program code(s)</u> : 25816
<b>Contact person for this proposal</b>	Name and title: Talita Fortunato-Tavares  Telephone: 718-960-7160                      Fax:  E-mail: talita.fortunatotavares@lehman.cuny.edu
	Name and title:  Signature and date:

<sup>1</sup> CUNY and SUNY institutions: contact System Administration for guidance.

**CEO (or designee) approval**

*Signature affirms the institution's commitment to support the program as revised.*

If the program will be registered jointly<sup>2</sup> with another institution, provide the following information:

Partner institution's name:

Name and title of partner institution's CEO:

Signature of partner institution's CEO:

## Section II: Identify the Proposed Changes.

Check all the changes that apply and complete the required section that follows:

- Discontinuing a Program.** Indicate the effective date:<sup>3</sup>
- Change in Program Title.** Indicate the proposed new title: **Master of Arts in Speech-Language Pathology and Bilingual Extension**
- Change in Program Award.** Indicate the proposed new award:  
**Note:** This may require altering the liberal arts and science content, as defined in Section 3.47(c)(1-4) of [Regents Rules](#).
- Format Change(s).** Indicate the proposed new format(s):  
**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).
- Curricular Change(s)**
- Other Change(s).** Please specify:

## Section III: Describe the Proposed Changes.

- 1. In a brief narrative explain the rationale for the changes.** The new program title better reflects the current scope of practice that includes not only providing school-based services, but also services in skilled nursing facilities, hospitals, private clinics, and out-patient centers.
- 2. Describe the plan for implementing the proposed changes, including the effective date and the impact on the currently enrolled students.** The effective date is August 15, 2019. Currently enrolled students will not be impacted because we are not making any curricular changes, just a change in degree title.

<sup>2</sup> If the partner institution is non-degree-granting, see CEO Memo 94-04 at <http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf>.

<sup>3</sup> If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

**3. For Format Change(s),**

- 1) Describe availability of courses and any change in faculty, resources, or support services related to the change. NA
- 2) Use [Table 1](#) to provide a sample program schedule to show the sequencing and scheduling of courses in the new format. NA

**4. For Curricular Change(s),**

- 1) Use [Table 2](#) to provide a side-by-side comparison of the existing and newly modified program plan as shown in the College's Catalog. NA
- 2) For each new or modified course, provide a syllabus. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. NA
- 3) For each new course, list the name, qualifications, and relevant experience of faculty teaching the course. NA

**Table 1:** For **format change(s)**, use/adapt the table below to show how a typical student may progress through the program. Expand the table as needed.

Indicate academic calendar type:  Semester  Quarter  Trimester  Other (describe)

Term:			Term:		
Course Number and Title	Credit	R/E*	Course Number and Title	Credit	R/E*
Term Credit Total:					

\* Required or Elective

**Table 2:** For **curricular change(s)**, use/adapt the table below to compare the existing and newly modified program plan. Expand the table as needed.

Current Program			New Program		
Course Number and Title	Credit	R/E*	Course Number and Title	Credit	R/E*
Term Credit Total:					

\* Required or Elective

**Submit the application electronically to [OPPROGS@mail.nysed.gov](mailto:OPPROGS@mail.nysed.gov) AND mail one hard copy to the following address:**

*Professional Education Program Review  
Office of the Professions  
2nd Floor, West Wing, EB  
New York State Education Department*



*89 Washington Avenue  
Albany, NY 12234*



## Application for Registration of a New Certificate or Advanced Certificate Program<sup>1</sup>

Program registration is based on standards in the [Regulations](#) of the Commissioner of Education. Section [52.1](#) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.



This application should NOT be used for the following types of program proposals:

- General Academic Programs Leading to a Degree Award (e.g., Bachelor of Arts)
- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed [Professions](#); or
- Revisions to Existing Registered Programs

The application materials for those types of proposals can be found at:  
<http://www.highered.nysed.gov/ocue/aipr/register.html>

Doctoral programs: please [contact](#) the Office of College and University Evaluation.

### Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
  - Application for Registration of a New Certificate or Advanced Certificate Program
  - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
  - CEO (or Designee) Approval Form
2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCURevAdmin@mail.nysed.gov](mailto:OCURevAdmin@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail:  
Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Advanced Certificate, English Literature

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<sup>1</sup> CUNY and SUNY institutions: contact System Administration for proposal submission process.

## Task 1 Institution and Program Information

### Institution Information

Institution Name:	Lehman College, CUNY
Institution Code (6 digits):	332000
<b><i>The name and code of the institution should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i></b>	
Institution Address:	250 Bedford Park Blvd. West,
City:	Bronx
State/Country:	NY
Zip:	10468
<a href="#">Regents Regions:</a>	New York City Region
Specify campus(es) of the institution where program is offered, if other than the main campus: <b><i>The name and code of the location(s) should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i></b>	Lehman College
Specify any other additional campus(es) where the program is offered besides the ones selected above:	NA
If any courses will be offered off campus, indicate the location and number of courses and credits:	NA
If the program will be registered jointly with another institution, please provide the partner institution's name:	NA

<b>Program Information for New Programs</b>	
Program Title:	Bilingual Extension in Speech-Language Pathology
<a href="#">Degree Award:</a>	<input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Advanced Certificate
<a href="#">HEGIS code:</a>	1220.00
Number of Credits*:	12

If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:

If program is part of a dual degree program, provide the following information:

Program Title:	<b>Bilingual Extension in Speech-Language Disabilities</b>
<a href="#">Degree Award:</a>	Advanced Certificate
<a href="#">HEGIS code:</a>	1220.00

<b>Section III. Contact Information</b>	
Name of contact person	Talita Fortunato Tavares
Title of contact person:	Assistant Professor
Telephone	718-960-7160
Fax:	718-960-7376
Email:	talita.fortunatotavares@lehman.cuny.edu

## Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

### 1. Program type (check one)

Certificate  Advanced Certificate

### 2. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

<input type="checkbox"/>	<b>Evening:</b> All requirements for the award must be offered during evening study.
<input type="checkbox"/>	<b>Weekend:</b> All requirements for the award must be offered during weekend study.
<input checked="" type="checkbox"/>	<b>Evening/Weekend:</b> All requirements for the award must be offered during a combination of evening and weekend study.
<input checked="" type="checkbox"/>	<b>Day Addition:</b> For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
<input type="checkbox"/>	<b>Not Full-Time:</b> The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
<input type="checkbox"/>	<b>5-Year baccalaureate:</b> Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
<input type="checkbox"/>	<b>4.5 Year baccalaureate:</b> Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
<input type="checkbox"/>	<b>Upper-Division:</b> A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
<input type="checkbox"/>	<b>Independent Study:</b> A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
<input type="checkbox"/>	<b>Cooperative:</b> The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
<input type="checkbox"/>	<b>Distance Education:</b> 50% or more of the course requirements for the award can be completed through study delivered by distance education.
<input type="checkbox"/>	<b>External:</b> All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.
<input type="checkbox"/>	<b>Accelerated:</b> The program is offered in an accelerated curricular pattern which provides for early completion. <a href="#">Semester hour requirements</a> in Commissioner's Regulations for instruction and supplementary assignments apply.
<input type="checkbox"/>	<b>Standard Addition:</b> For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.
<input type="checkbox"/>	<b>Bilingual:</b> Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.
<input type="checkbox"/>	<b>Language Other Than English:</b> The program is taught in a language other than English.
<input type="checkbox"/>	<b>Other Non-Standard Feature(s):</b> Please provide a detailed explanation.

### 3. Related degree program(s)

Indicate the [registered degree program\(s\)](#) by title, award and five-digit SED code to which the credits will apply:

#### 4. Program Description and Purpose

**1) Provide a brief description of the program as it will appear in the institution's catalog.**

*Answer:* Bilingual Extension in Speech-Language Pathology (12 credits)

This advanced certificate program is designed for candidates who already possess a master's degree in as well as a New York State (NYS) initial or professional certification in speech-language pathology (e.g., Teacher of Students with Speech and Language Disabilities-TSSLD) and seek a Bilingual Extension to provide speech and language therapy to bilingual students. This program requires 12 credits, 6 in education and 6 in speech-language pathology. In addition, students will be required to accrue 50 hours of experience working with bilingual clients supervised by a bilingual speech-language pathologist. Prior to receipt of the certificate, students must show evidence of passage of the BEA exam in the language of certification.

**2) List the educational and (if appropriate) career objectives of the program.**

*Answer:* To acquire knowledge and field experience in the diagnosis, evaluation, and treatment of bilingual individuals with speech, language, and/or swallowing difficulties.

**3) How does the program relate to the institution's mission and/or master plan?**

*Answer:* Lehman College's Mission Statement is: "Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development." This program aligns with the need for professional education that embraces all facets of diversity, and in particular linguistic, ethnic, religious and cultural.

**4) Describe the role of faculty in the program's design.**

*Answer:* The program design was developed by a committee whose research focus is on multilingualism and multiculturalism. The Advanced Certificate aligns with the coursework required in the Master of Arts in Speech-Language Pathology and Bilingual Extension.

**5) Describe the input by external partners, if any (e.g., employers and institutions offering further education).**

*Answer:* NA

**6) What are the anticipated Year 1 through Year 5 enrollments?**

*Answer:* 25

#### 5. Admissions

**1) List all program admission requirements (or note if identical to the institution's admission requirements).**

*Answer:*

A master's degree in Speech-Language Pathology or its equivalent.

A grade point average in the master's degree of 3.0 or higher.

One letter of recommendation and a 200-word essay on career goals.

**2) Describe the process for evaluating exceptions to these requirements.**

*Answer:* Exceptions will not be granted.

**3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?**

*Answer:* Notice of our program offering will be sent to the New York City Department of Education and Human Resources. We will also post this information on the New York State Speech-Language-Hearing Association's website. The Bronx is historically and currently underserved and there is a high need for

bilingual speech-language pathologists. Given the nature of this advanced certificate, we anticipate a high number of applicants will be from groups historically underrepresented in the field.

#### **6. Academic Support Services**

**Summarize the academic support services available** to help students succeed in the program.

*Answer:* In addition to the faculty office hours all students in the program will have a designated advisor to support and counsel them on an individual basis. In addition, we have the Academic Center for Excellence (ACE) which offers workshops and tutoring for undergraduate and graduate students seeking to improve their skills in writing or in subject areas in their major. This service is free to students.

#### **7. Credit for Experience**

**If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.**

*Answer:* There is no credit given for experience.

#### **8. Program Assessment and Improvement**

**Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.**

*Answer:* The program will be reviewed by the Bilingual Extension Committee and the Graduate Curriculum Committee of the Speech-Language-Hearing Sciences Graduate Program. An annual survey will provide feedback on program effectiveness and outcome measures.

### Task 3 - Sample Program Schedule

**NOTE:** The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: [Department Expectations: Curriculum \(including Internships, Financial Aid Considerations, and Liberal Arts and Sciences\)](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3](#)

a). Complete **Table 1**.

b). If the program will be **offered through a nontraditional schedule**, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer: NA

c). For existing courses, enter the **catalog description** of the courses.

Answer:

**ESC 759 Foundations of Bilingual/Bicultural Education**

Bilingual/bicultural education, including history, goals, models, rationale, legal and legislative basis, linguistic principles, and language evaluation. Current issues and research findings in bilingual/bicultural education will be studied. Includes field experience.

**SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools**

Problems of organizing and administering a program of intervention in speech and language disabilities in public schools. Discussion includes multicultural and multilingual perspectives in education.

**SPE 703 Theory and Application of Bilingualism to Speech Language Pathology:**

Theories of bilingualism and language learning; psycholinguistic and sociolinguistic impact of bilingualism, bidialectalism and biculturalism on education, prevention, assessment and treatment of children, adolescents and adults with communication disorders. Emphasis will be placed on academic challenges, methods for assessing and direct teaching English language arts, literacy, and other content areas to English language learners. This course places emphasis on the multicultural and multilinguistic differences in the analysis and application of linguistic theory.

AND ONE OF THE FOLLOWING COURSES

**EDE 727 Teaching English as a Second Language (Pre-K to Grade 6)**

Methods and materials for teaching children whose native language is not English and children with special needs. Focus on how to teach content with an emphasis on English language arts, using English as a Second Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a second language including children with disabilities. This course requires 15 hours of fieldwork with children in ESL classrooms.

**ESC 727 Teaching English as a Second Language (Pre-K to Grade 6)**

Methods and materials for developing academic language and content literacy skills for PreK-grade 6 English language learners. Role of family, home language, cultural and community orientation, and prior schooling; standards-based curriculum development and assessment; use of relevant technology; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience.

**ESC 761 Teaching English as a Second Language to Adolescents and Adults**

Methods, materials, and evaluation for developing the literacy skills of speaking, listening, reading,



and writing in English for middle childhood, adolescent, and adult English language learners, including reading enrichment and remediation. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience.

**d). Syllabi:**

Provide syllabi for all new courses. The expected components of a syllabus are listed in [Department Expectations: Curriculum](#).

**Note:** Although it is required to submit syllabi for all new courses as noted, syllabi for **all** courses required for the proposed program should be available upon request.

**Instructions for submitting syllabi:**

All required syllabi must be included in a single, separate PDF document.

**Table 1: Certificate/Advanced Certificate Program Schedule**

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<b>Term:1</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
ESC 759 Foundations of Bilingual/Bicultural Education	3	<input type="checkbox"/>				<input type="checkbox"/>	
EDE/EDC 727 or ESC 761 Teaching English as a Second Language	3	<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:2</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools (includes multicultural perspectives in education)	3	<input type="checkbox"/>				<input type="checkbox"/>	
SPE 703 Theory and Application of Bilingualism to Speech-Language Pathology	3	<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
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		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:					Term credit total:		
<b>Program Totals:</b>	<b>Credits:12</b>						

**New:** indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted course

## Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

**a) Complete the faculty tables** that describe faculty (**Table 2 and Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only by request.

**b) What is the institution's definition of "full-time" faculty?** Include the number of credits expected to be taught by full-time faculty per academic term.

*Answer. 18*

**Table 2: Current Faculty, Full-Time**

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. \*Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Diana Almodovar, Assistant Professor	SPE 703 Theory and Application of Bilingualism to Speech-Language Pathology, SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools	34%	Ph.D. in Speech-Language-Hearing Sciences, Graduate Center of the City University of New York	Certificate of Clinical Competence in Speech-Language Pathology, NYS Licensure in Speech-Language Pathology; research and presentations in multilingualism/multiculturalism Almodòvar, D. & Levey, S.K. (2017) Preschool Language Development in S.K. Levey, ed., Introduction to Language Development, 2nd Ed. (pp.119-147). New York: Plural Publishing
Peggy Conner, Assistant Professor, Graduate Program Director	SPE 703 Theory and Application of Bilingualism to Speech-Language Pathology, SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools	17%	Ph.D. in Speech-Language-Hearing Sciences, Graduate Center of the City University of New York	Certificate of Clinical Competence in Speech-Language Pathology, NYS Licensure in Speech-Language Pathology; Research in multilingualism Goral, M., Conner, P. S. (2013). Language disorders in multilingual and multicultural populations. Annual Review of Applied Linguistics, 33, 128-161. dx.doi.org/10.1017/S026719051300010X
Talita Fortunato-Tavares, Assistant Professor and Bilingual Extension Program Director	SPE 703 Theory and Application of Bilingualism to Speech-Language	34%	Ph.D. in Speech-Language-Hearing Sciences, Graduate Center of the City University of New York	Expertise and research in multilingualism/multiculturalism Fortunato-Tavares, T.2012 Fortunato-Tavares, T., Andrade, C. F., Befi-Lopes, D., Hestvik, A., Epstein, B., Tornyova, L., Schwartz, R. G. (2012). Syntactic Structural Assignment in Brazilian Portuguese-Speaking Children with Specific Language Impairment. Journal of Speech, Language, and Hearing Research, 55, 1097-1111

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Mary Boylan, Lecturer	SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools	17%	M.A. in Speech-Language Pathology, Lehman College	Certificate of Clinical Competence in Speech-Language Pathology, NYS Licensure in Speech-Language Pathology, Teacher of the Speech and Hearing Handicapped Certificate; Clinical experience with multicultural/multilingual populations
Herminio Martinez, Professor	ESC 759 Foundations of Bilingual/Bicultural Education	17%	Ph.D. Spanish Literature, Graduate School and University Center, City University of New York	Permanent New York State Certification as a junior high school teacher. Director, the Bronx Institute, Lehman College, Bronx Institute Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Network, South Bronx GEAR UP, Bronx GEAR UP programs. Alpha Title III grant (2016-2022; \$1.8 million) to provide ESOL/ Bilingual training to secondary content teachers.
Nancy Dubetz, Professor	EDE 727 Teaching English as a Second Language (Pre-K to Grade 6)	17%	Ed.D., Teachers College, Columbia University	New York State Permanent Certificate in Teaching English to Speakers of Other Languages New York State Permanent Certificate in English Grades 9-12; Dubetz, N., Fella, M., LaChapell, Y., & Rivera, J. (2018). Collaborative leadership in meeting the needs of English learners in an urban elementary PDS. In J. Hunzicker (Ed.), Teacher Leadership in Professional Development Schools (pp. 41-58). Bingley, UK: Emerald Publishing. Bilingual Education Interest Section -- Teachers of English to Speakers of Other Languages: Community Manager (2011-present)

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

**Table 3: Current Faculty, Part-Time**

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Matthew Boylan, Adjunct Lecturer	SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools	M.A. in Speech-Language Pathology	TSSLD, Certificate of Clinical Competency in Speech-Language Pathology, New York State Licensed.
Amanda Moody	ESC 761 - Teaching English as a Second Language to Adolescents and Adults	PhD candidate, Fordham University, Contemporary Learning and Interdisciplinary Research; MA TESOL, Teachers College, Columbia University	Additional Qualifications including certificates, licensures, etc.: NYS ESOL P-12 ENL teacher, 2008-2017; ELL coach, 2011-2015 NYSELAT Test Item Writer Conference Presentations: Designing Background Building Mini-Units for ELLs (2013), How Students' Questions and LDC Resources Support ELL Learning (2012) Co-teaching: Uniting ESL Teachers and Content Teachers (2011) ELLs and Connecting Collaborative Posters to English Regents Essay Writing (2010)



Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

**Table 4: Faculty to be Hired**

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 4, New Resources

**Full-time Faculty**

Title/Rank of Position	# of New Positions	Minimum Qualifications (including degree and discipline area)	Expected Course Assignments	Expected Hiring Date (mm/dd/yyyy)

**Part-time Faculty**

Title/Rank of Position	# of New Positions	Minimum Qualifications (including degree and discipline area)	Expected Course Assignments	Expected Hiring Date (mm/dd/yyyy)

## Task 5. Financial Resources and Instructional Facilities

Guidance for this task can be found by clicking here: [Department Expectations: Financial Resources and Instructional Facilities](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 5](#)

**a) Summarize** the instructional facilities and equipment committed to ensure the success of the program.

*Answer:* Facilities and equipment are adequate to support the program at the level described. Existing faculty will teach and provide advisement to students enrolled in the program.

**b)** Complete the new resources table (**Table 4**).

*Not Applicable:*

### Table 5: New Resources

List the costs of the **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
<b>Total all</b>			

## Task 6. Library Resources

Guidance for this task can be found by clicking here: [Department Expectations: Library Resources](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 6](#)

- a) **Summarize the analysis of library resources *for this program*** by the collection librarian and program faculty. Include an **assessment of existing library resources** and their accessibility to students.

*Answer.*

- b) **Describe the institution's response to identified needs and its plan for library development.**

*Answer.*



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

**OFFICE OF GRADUATE STUDIES**

**GRADUATE PROGRAMS & POLICIES CHANGE**

1. **Type of Change:** Update Policy and Procedure

2. **From:**  
**Interruption of Studies**

~~Although students are encouraged to make steady progress toward their master's degrees, absence for one or more semesters may be unavoidable. In order to resume their studies following an absence of any length, matriculated graduate students must contact the Office of Graduate Admissions to complete the appropriate application and pay the application fee.~~

~~Matriculated graduate students returning after a leave of absence are subject to any changes made to their master's degree program in their absence and must satisfy all degree requirements. In addition, returning graduate students must consult with their program adviser to determine if any of their previous coursework is out of date and to discuss their future course of study.~~

~~Students seeking readmission after the absence of two or more semesters, up to three years, must file a Graduate Application for Readmission.~~

~~Following an absence of three or more years, previously matriculated graduate students must reapply to the College by submitting a new application. Upon re-acceptance into the program, the curriculum year and time limit for earning a master's degree will be reset and updated to the current semester. Students must then adhere to the current curriculum plan and policy standards. Any coursework older than seven years from the current term of re-acceptance into the master's degree program will not count towards the degree curriculum.~~

~~Students who have been absent for over seven years may not reapply to an incomplete program. See Seven Year Inactivity policy.~~

~~Non-matriculated graduate students must reapply to the College by submitting the Graduate Application for Non-Degree Admission and pay the application fee following an absence from the College of any length.~~

3. **To:**  
**Interruption of Studies**

Effective Fall 2019: After an absence of two semesters, up to three years, students seeking readmission must file a Graduate Application for Readmission with the Office of Graduate Admissions.

Following an absence of three or more years, previously matriculated graduate students must reapply to the College by submitting a new application. Upon re-acceptance into the program, the curriculum year and time limit for earning a master's degree will be reset and updated to the current semester. Students must then adhere to the current curriculum plan and policy standards. Any coursework older than seven years from the current term of re-acceptance into the master's degree program will not count towards the degree curriculum.

Students who have been absent for over seven years may not reapply to an incomplete program. See Seven Year Inactivity policy.

Non-matriculated graduate students must reapply to the College by submitting the Graduate Application for Non-Degree Admission and pay the application fee following an absence from the College of any length.

**4. Rationale:**

This change in policy supports the College's efforts to promote completion. Maintaining students' active status for two semesters will facilitate their reentry, allow for ongoing communications from the college concerning deadlines and other important matters, and more timely and appropriate course registration. This policy is modeled after the re-entry policy at Brooklyn College.

**5. Date of Graduate Studies Committee approval: November 7, 2018**



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

**OFFICE OF GRADUATE STUDIES**

**GRADUATE PROGRAMS & POLICIES CHANGE**

1. **Type of Change:** Update Policy and Procedure

2. **From:**

**Maintenance of Matriculation Fee**

Students not enrolled in courses in ~~any semester~~, who need to maintain matriculation, are required to ~~register~~ for maintenance of matriculation in the ~~Office of the Registrar (Shuster Hall, Room 114)~~ and pay the appropriate fee in the ~~Bursar's Office (Shuster Hall, Room 031)~~. Students should ~~register~~ and pay this fee during the semester of absence. In the semester in which the degree is to be awarded, students must be either registered in courses or maintaining matriculation. ~~Maintenance of matriculation is paid in summer sessions only when the student expects to receive the master's degree the following September. Students who have paid maintenance of matriculation do not have to pay the student activity fee or the consolidated service fee.~~ The maintenance of matriculation fee cannot be waived.

3. **To:**

**Maintenance of Matriculation Fee**

Students not enrolled in courses in the Fall or Spring semester who need to maintain matriculation, are required to enroll for maintenance of matriculation and pay the appropriate fee. Students should enroll and pay this fee during the semester of absence. In the semester in which the degree is to be awarded, students must be either registered in courses or maintaining matriculation. The maintenance of matriculation fee cannot be waived.

4. **Rationale:**

This graduate bulletin revision is being made to comply with the CUNY policy change.

5. **Date of Graduate Studies Committee approval:** November 7, 2018

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

**OFFICE OF GRADUATE STUDIES**

**GRADUATE PROGRAMS & POLICIES CHANGE**

1. **Type of Change:** Update Policy and Procedure

2. **From:**  
**Credit Loads**

A full-time program of coursework for graduate students requires a minimum of ~~12~~ academic credits or a combination of academic and equivalent credits for a total of ~~42~~ credits in any semester. Students may take no more than 18 credits of graduate work in any Fall or Spring semester. ~~The Graduate Studies office will not approve credit loads of more than 18 credits in the first semester of graduate study.~~ International students admitted to the United States on student Visas are required to complete at least nine (9) academic or equivalent credits each Fall and Spring semester.

3. **To:**  
**Credit Loads**

A full-time program of coursework for graduate students requires a minimum of 9 academic credits or a combination of academic and equivalent credits for a total of 9 credits in any semester. Students may take no more than 18 credits of graduate work in any Fall or Spring semester without approval from the Graduate Studies office. International students admitted to the United States on student Visas are required to complete at least nine (9) academic or equivalent credits each Fall and Spring semester.

4. **Rationale:**  
This graduate bulletin revision is being made to comply with the CUNY policy change.

5. **Date of Graduate Studies Committee approval:** November 7, 2018

**Senate Meeting – December 12, 2018**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present on November 14, 2018 (9 of 10 members in attendance):**

1. Languages and Literatures
  - New course CHI 201
  - New course CHI 202
  - New course CHI 301
  - New course CHI 302
  - New course ARB 301
  - New course ARB 302
2. Latin American and Latino Studies
  - Change LA LAC 234
  - New course LAC/LTS 270
  - Withdrawal of LAC 169
  - Withdrawal of LAC 177
3. Music Multimedia Theatre Dance
  - Change number MSP 2060/206 → 209
  - New course MSP 225
  - Change degree BS MUS
4. Philosophy
  - Change degree BA PHI
  - Change title, pre-req PHI 230
  - Change desc PHI 239
  - Change title PHI 241
  - Change title PHI 244
  - New course PHI 339
  - New course PHI 349

**Next meeting: February 13, 2019, 1 p.m., SC 1405A**

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chinese
Course Prefix & Number	CHI 201
Course Title	Intermediate Chinese I
Description	An intermediate course designed for students with some previous knowledge of Chinese language and culture. It aims at continuing developing students' communicative skills in Chinese language and broadening their comprehension of Chinese culture. The four skills to be reinforced with stress still on listening and speaking. Major sentence patterns of Chinese grammar are emphasized while continue learning to read and write in Chinese characters.
Pre/ Co Requisites	PREREQ: CHI 112 or Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	____ Individual and Society ____ Scientific World
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3. **Rationale:** Lehman students who study intermediate and advanced Chinese have been awarded WFL (World Foreign Language) credits. However, in order to accurately reflect advanced study of the language, the course should be coded with the language prefix and level, as all other languages offered by the department of Languages and Literatures are. Given the difficulty of the Chinese language, students should have the ability to continue their study beyond elementary level.

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

After completion of this course, students should be able to:

Speaking:

- To be more comfortable with Chinese pronunciation and the tones;
- Command of all major sentence patterns;
- To converse in short paragraphs;
- Begin to explain, compare, describe, narrate, etc.;
- To perform tasks and solve problems in everyday linguistic situations;

Listening:

- To understand all major sentence patterns;
- Comprehension on studied topics within the second-year vocabulary;
- Introduction to Chinese media and popular cultural materials;

Reading:

- To understand all major sentence patterns;
- Consistent and full comprehension of textbook materials on familiar topics;
- To use the Chinese dictionary;

Writing:

- Able to choose best sentence patterns in given contexts;
- To write effectively and clearly on various immediate topics.

5. **Date of Departmental Approval:** 10/1/2018

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chinese
Course Prefix & Number	CHI 202
Course Title	Intermediate Chinese II
Description	An upper intermediate language and culture course designed as a continuation of CHIN 201. This course will be conducted approx. 80% of the time in Chinese. It is designed to improve all of the language skills with special emphasis on the development of reading and listening comprehension, as well as speaking skills.
Pre/ Co Requisites	PREREQ: CHI 201 or Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

Lehman students who study intermediate and advanced Chinese have been awarded WFL (World Foreign Language) credits. However, in order to accurately reflect advanced study of the language, the course should be coded with the language prefix and level, as all other languages offered by the department of Languages and Literatures are. Given the difficulty of the Chinese language, students should have the ability to continue their study beyond elementary level.

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

After completion of this course, students should be able to:

**Speaking:**

- To be more comfortable with Chinese pronunciation and the tones;
- Command of all major sentence patterns;
- To converse in short paragraphs;
- Begin to explain, compare, describe, narrate, etc.;
- To perform tasks and solve problems in everyday linguistic situations;

**Listening:**

- To understand all major sentence patterns;
- Comprehension on studied topics within the second-year vocabulary;
- Introduction to Chinese media and popular cultural materials;

**Reading:**

- To understand all major sentence patterns;
- Consistent and full comprehension of textbook materials on familiar topics;
- To use the Chinese dictionary;

**Writing:**

- Able to choose best sentence patterns in given contexts;
- To write effectively and clearly on various immediate topics.

**5. Date of Departmental Approval: 10/1/18**

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chinese
Course Prefix & Number	CHI 301
Course Title	Advanced Chinese I
Description	Review and extension of grammar and syntax through the discussion of magazine, newspaper and literary texts. Advanced grammar and rhetorical methods are taught and article-level compositions are practiced.
Pre/ Co Requisites	PREREQ: CHI 202 or Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



**3. Rationale:**

Lehman students who study intermediate and advanced Chinese have been awarded WFL (World Foreign Language) credits. However, in order to accurately reflect advanced study of the language, the course should be coded with the language prefix and level, as all other languages offered by the department of Languages and Literatures are. Given the difficulty of the Chinese language, students should have the ability to continue their study to the advanced level.

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

After completion of this course, students should be able to:

- To sustain conversation in well-structured speech;
- Begin to make coherent arguments;
- Begin to express oneself on unfamiliar and abstract topics;
- To comprehend the main themes and most details of a general speech beyond;
- Everyday situations;
- Exposure to authentic materials in the Chinese media popular culture;
- Command of a significantly larger vocabulary with the aid of the dictionary;
- Selective authentic texts of complex structures on a variety of topics ranging from literary works to media and popular cultural materials;
- To use complex sentence patterns;
- To write essays and research findings with more precision, in more detail, on a broader range of topics, and with better control of the syntax structures.

**5. Date of Department Approval: 10/1/18**

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chinese
Course Prefix & Number	CHI 302
Course Title	Advanced Chinese II
Description	Further development of grammar, syntax, and reading and writing through the discussion of magazine, newspaper and literary texts as well as audio and video tapes of Chinese movies.
Pre/ Co Requisites	PREREQ: CHI 301 or Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Lehman students who study intermediate and advanced Chinese have been awarded WFL (World Foreign Language) credits. However, in order to accurately reflect advanced study of the language, the course should be coded with the language prefix and level, as all other languages offered by the department of Languages and Literatures are. Given the difficulty of the Chinese language, students should have the ability to continue their study to the advanced level.

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

After completion of this course, students should be able to:

- To sustain conversation in well-structured speech;
- Begin to make coherent arguments;
- Begin to express oneself on unfamiliar and abstract topics;
- To comprehend the main themes and most details of a general speech beyond;
- Everyday situations;
- Exposure to authentic materials in the Chinese media popular culture;
- Command of a significantly larger vocabulary with the aid of the dictionary;
- Selective authentic texts of complex structures on a variety of topics ranging from literary works to media and popular cultural materials;
- To use complex sentence patterns;
- To write essays and research findings with more precision, in more detail, on a broader range of topics, and with better control of the syntax structures;

**5. Date of Department Approval: 10/1/18**

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Arabic
Course Prefix & Number	ARB 301
Course Title	Advanced Arabic I
Description	This course builds upon the communication skills learned in Intermediate Arabic. Through purposeful listening, speaking, reading, and writing activities, students participate in authentic exchanges of information (e.g. describing the location of people, places and things; inquiring and offering directions; communicating about future and past events; buying items, etc.)
Pre/ Co Requisites	PREREQ: ARB 202 or Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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**3. Rationale:**

Arabic has been designated by the federal government as a critical language. Without the upper level courses, the Department cannot build a viable course of study in a language as difficult as Arabic. Furthermore, without 300 level courses, the Department cannot offer a minor, as students have repeatedly requested.

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

After completion of this course, students should be able to:

- Understand Modern Standard Arabic in high intermediate situations of immediate relevance.
- Read familiar material, and understand the gist of a more complicated text (newspaper articles...)
- Be able to write dictated material accurately. Comprehend and produce in written and oral form detailed descriptions of personalities, habitual activities, and places.
- Be able to write an essay summarizing a movie or a text.
- Produce the major moods/tenses of Arabic verbs and conjugate major weak verbs.
- Understand and utilize ordinal numbers in order to tell time.
- Acquire a detailed understanding of the Arabic root system, the system of Arabic verb forms and case endings.

**5. Date of Department Approval: 10/1/18**

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Arabic
Course Prefix & Number	ARB 302
Course Title	Advanced Arabic II
Description	This course develops more advanced skills in reading, writing, aural comprehension and oral expression. Topics to be covered: traveling, relationships, ceremonies, services (especially public administration), careers, personal achievements. Additional materials and texts will provide a cultural supplement and introduce students to some short literary texts.
Pre/ Co Requisites	PREREQ: ARB 301 or Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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**3. Rationale:**

Arabic has been designated by the federal government as a critical language. Without the upper level courses, the Department cannot build a viable course of study in a language as difficult as Arabic. Furthermore, without 300 level courses, the Department cannot offer a minor, as students have repeatedly requested.

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

After completion of this course, students should be able to:

- Speak in various formal and informal situations.
- Understand spoken modern standard Arabic in high-intermediate situations of immediate relevance.
- Read familiar material, and understand the gist of a more complicated text.
- Be able to write dictated material accurately.
- Be able to write a short essay summarizing a movie or a text.

**5. Date of Department Approval: 10/1/18**

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

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES**

**CURRICULUM CHANGE**

1. **Type of Change:** Liberal Arts classification

2. **From:**

Department(s)	Latin American and Latino Studies
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Latin American and Latino Studies
Course Prefix & Number	LAC 234
Course Title	Latino Politics
Description	Latino social and political movements within the U.S political system. Topics include Latino social movements; political incorporation; electoral processes; immigration politics; foreign policy; and identity movements.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable  <input type="checkbox"/> Required  <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Science    <input checked="" type="checkbox"/> Flexible  <input type="checkbox"/> World Cultures  <input checked="" type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression  <input type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World </p>



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**3. To:**

Department(s)	Latin American and Latino Studies
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Latin American and Latino Studies
Course Prefix & Number	LAC 234
Course Title	Latino Politics
Description	Latino social and political movements within the U.S political system. Topics include Latino social movements; political incorporation; electoral processes; immigration politics; foreign policy; and identity movements.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable  <input type="checkbox"/> Required  <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Science </p> <p> <input checked="" type="checkbox"/> Flexible  <input type="checkbox"/> World Cultures  <input checked="" type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression  <input type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World </p>

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

This course is cross-listed with POL 234 which is classified as "Liberal Arts" and LAC (POL) 234 also was approved several years ago as a Pathways General Education course. Yet it is currently erroneously listed as being a non-Liberal

Arts course. This proposed change corrects that error. The course content is Liberal Arts. Learning outcomes are not affected by this change.

5. **Date of departmental approval:** November 2, 2018.

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

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES**

**CURRICULUM CHANGE**

1. **Type of change:** New Course with Cross-listing

2.

Department(s)	Latin American and Latino Studies
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Latin American and Caribbean Studies
Course Prefix & Number	LAC 270 / LTS 270
Course Title	Global Citizenship, Community Engagement, and Service in Latin America, the Caribbean or in Latino Communities
Description	This cross-listed course is designed for Latin American (LAC) and Latino Studies (LTS) majors, as well as for other students preparing to participate in a service learning or volunteer experience for academic credit in any country in Latin America or the Caribbean.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

Over the last academic year, we have had discussions regarding the inclusion of global citizenship, community engagement and service in our curriculum. This is inline with the conversations that have occurred at the college level, as the college attempts to expand internationalization efforts at home and abroad, increase the availability of experiential learning opportunities, and encourage the real world professional skill building that will distinguish our students in the global, interconnected marketplace. In our department, we are additionally interested in strengthening the ties between our community in the Bronx and the countries of Latin America and the Caribbean, where many of our students have familial origins and/or relationships, and/or among Latino communities throughout the U.S. This course will allow us to do all of the above by providing an experiential learning opportunity combined with appropriate academic content, but flexible in its design to allow our interdisciplinary faculty to tailor to their particular discipline. Service-learning courses, such as this one, will offer students opportunities to link theory and practice through structured engaged learning and research activities in collaboration with local communities, and thus gain further understanding and appreciation of Latin American, Caribbean and Latino Studies, while achieving an enhanced sense of civic responsibility. We successfully ran 12 sections of this course during the summer of 2018 as part of the NY Stands with Puerto Rico initiative sponsored by Governor Cuomo. Our goal is to have this course be a permanent offering.

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

- 1) Institutional Learning Goals. Lehman students are engaged as citizens who contribute to their local, national and global communities using reason, integrity, empathy, accuracy, humility, and civility. Specifically, at the end of this course, students will:
  - a. **Demonstrate multicultural, global and ethical awareness of diverse peoples and communities:** Students respect individual

- differences and demonstrate empathy towards diverse viewpoints, values and experiences.
- b. **Demonstrate the ability to work collaboratively as part of a team:** Students contribute as team members to building consensus and share their skills and knowledge.
  - c. **Demonstrate the potential for leadership:** Students assume leadership roles to build capacity in their communities.
- 2) Global Citizenship and Community Engagement Goals.
- a. **Global learning:** A critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.
  - b. **Intercultural knowledge and competence:** A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

Major or program-specific learning outcomes to be addressed through this course:

#### Latin American and Caribbean Studies (LAC)

Goal I: Understand Latin American and Caribbean cultures through an appreciation for the extraordinary diversity of the region.

*Outcome A:* Compare and contrast the historical development of Latin America and the Caribbean from the vantage point of the different sub-regions and cultures of this vast area

*Outcome B:* Explain the forces impacting the region's economic, political, and cultural development from the colonial period to the present using interdisciplinary approaches.

*Outcome C:* Examine the constantly changing processes of migration from the region to the United States in the 20th century with special emphasis on the post-World War II era to the present.

*Outcome D:* Analyze the formation and evolution of Latino/a communities in the United States from interdisciplinary perspectives

#### Latino Studies (LTS)

Goal I. Understand the rise of Latino communities in the U.S., as well as the post-1900 experiences of Latin American-origin (i.e., Mexican, Hispanic Caribbean, and South and Central American) immigrants, migrants, and exiles settling in all regions of the country.

*Outcome A:* Explain and analyze the formation and evolution of Latino communities in the United States from interdisciplinary perspectives

*Outcome B:* Critically analyze the major historical periods in Latino communities, with a special emphasis in the twentieth and twenty-first centuries

*Outcome C:* Examine the role of international and internal migration in Latin America and the Caribbean with special emphasis on the historical impact of Latino immigration in the U.S. and in the countries of Latin America and the Caribbean

**5. Date of Departmental Approval:** November 6, 2018.

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

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES**

**CURRICULUM CHANGE**

1. **Type of Change:** Withdrawal of course
2. **Description:** LAC 169. 3 credits. 3 hours. A comparative survey of the Caribbean of common themes, structures, and approaches to literary texts. Examples are chosen from works in Spanish, French, English, and Papiamentu, read in translation if necessary.
3. **Rationale:** Course was officially changed to LAC 214.
4. **Date of departmental approval:** September 4, 2018.

**LEHMAN COLLEGE  
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**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES**

**CURRICULUM CHANGE**

1. **Type of Change:** Withdrawal of course
2. **Description:** LAC 177: Afro-Caribbean Heritage. 3 credits. 3 hours. A multidisciplinary study of slavery, African cultural survivals, colonialism, and the rise of nationalism in the Caribbean.
3. **Rationale:** Course has not been offered in over 25 years and is not part of the current curriculum.
4. **Date of departmental approval:** September 4, 2018.



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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE & DANCE**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 206-2060
Course Title	Latin Band
Description	(Open to all qualified students, faculty, staff, and members of the community.) The study and performance of Latin Band repertoire.
Pre/ Co Requisites	Instructor's permission.
Credits	1 (maximum 8 credits).
Hours	3
Liberal Arts	[ ] 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 [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP <u>209</u>
Course Title	Latin Band
Description	(Open to all qualified students, faculty, staff, and members of the community.) The study and performance of Latin Band repertoire.
Pre/ Co Requisites	Instructor's Permission
Credits	1 (maximum 8 credits).
Hours	3
Liberal Arts	[ ] 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 course was created as MSP 2060 and exists as such in CUNYFirst. However, the bulletin lists it as MSP 206. A course was already on the record for MSP 206 (Opera Workshop).

**5. Date of departmental approval: October 12, 2018**

**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	Music Performance
Course Prefix & Number	MSP 225
Course Title	Singing for the Stage
Description	Fundamentals of singing, lyric text interpretation, musicianship, style, and their application in the performance of selected vocal repertoire for stage performance.
Pre/ Co Requisites	NA
Credits	2
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. **Rationale:**

Students have long requested a course in singing for the stage, particularly addressing the vocal needs of majors other than music, especially theatre students. Recent musical-theatrical undertakings by the department have brought this need to light once again, as students have sought training in a variety of vocal techniques. Courses in vocal technique in the music major typically focus on song literature and require the ability to read music. This course is intended for those who are not seeking professional voice instruction, and whose primary singing will be done in the context of theatrical performances.

Emphasis will be given to the development of healthy, efficient, communicative singing habits.

Students will have repeated exposure to a musical environment that will foster functional music-making skills suitable for the musical theater rehearsal room.

We previously offered this as an experimental course and seek now to add it to the permanent roster of courses.

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

- Students will develop and apply fundamental phonation techniques related singing and text declamation in order to promote healthy vocal habits suitable for on- and off-stage singing and speaking, both amplified and acoustic.
- Students will develop a fundamental skills in music-making, tone production, and basic musical analysis.
- Students will analyze texts and scenes and refine the text-delivery skills necessary to promote the synthesis of music, oration, and theater.
- Students will refine articulatory/diction skills.
- Students will understand and develop healthy, efficient, communicative singing habits.

**5. Date of Departmental Approval: October 12, 2018**

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Music, Bachelor of Science in Music

Hegis Number: 1004.00

Program Code: 34020

Effective Term: Fall 2019

1. **Type of Change:** Correction to Course Number, addition of courses to fulfil the major, addition of course that do not fulfil the major

2. **From:**

The Department of Music offers a 64-credit major in Music leading to the B. S. degree. Entrance into this program is by examination.

**The required courses and credits are distributed as follows:**

**Credits (64)**

**Foundation (3):**

		Credits
<b>MSH 200</b>	Introduction to Music History and Culture	3

**Music Theory (18):**

		Credits
<b>MST 236</b>	Theory I	3
<b>MST 237</b>	Theory II	3
<b>MST 238</b>	Theory III	3
<b>MST 239</b>	Theory IV	3
<b>MST 315</b>	Orchestration I	3
<b>MST 317</b>	Form and Analysis I	3

**Musicianship (4):**

		Credits
<b>MST 266</b>	Musicianship I	1

<b>MST 267</b>	Musicianship II	1
<b>MST 268</b>	Musicianship III	1
<b>MST 269</b>	Musicianship IV	1

**Music History (12):**

		Credits
<b>MSH 331</b>	Music of the Middle Ages and Renaissance	3
<b>MSH 332</b>	Music of the Baroque and Classical Eras	3
<b>MSH 333</b>	Music of the Romantic and Early Modernist Eras	3
<b>MSH 334</b>	Music Since 1945	3

**Performance Instruction (6):**

Six credits of private or group instruction on an instrument or voice to be selected from the following courses.

		Credits
<b>MSP 166</b>	Strings I	1 (can be repeated to a maximum of 4 credits)
<b>MSP 167</b>	Strings II	1 (can be repeated to a maximum of 4 credits)
<b>MSP 168</b>	Woodwinds I	1 (can be repeated to a maximum of 4 credits)
<b>MSP 169</b>	Woodwinds II	1 (can be repeated to a maximum of 4 credits)
<b>MSP 170</b>	Brass I	1 (can be repeated to a maximum of 4 credits)
<b>MSP 171</b>	Brass II	1 (can be repeated to a maximum of 4 credits)

<b>MSP 172</b>	Percussion	1 (can be repeated to a maximum of 4 credits)
<b>MSP 185</b>	Guitar 1	1 (can be repeated to a maximum of 4 credits)
<b>MSP 190</b>	Group Piano 1	1 (maximum 4 credits)
<b>MSP 191</b>	Group Piano 2	1 (maximum 4 credits)
<b>MSP 192</b>	Group Piano 3	1 (maximum 4 credits).
<b>MSP 210</b>	Instruction in Principal Instrument or Voice Private Instruction	4
<b>MSP 226</b>	Voice and Diction 1	1
<b>MSP 227</b>	Voice and Diction 2	1
<b>Ensemble (6):</b>		
		Credits
<b>MSP 100</b>	Chorus	1 (can be repeated to a maximum 8 credits)
<b>MSP 201</b>	The College Choir	1 (maximum 8 credits).
<b>MSP 202</b>	The Chamber Choir	1 (maximum 8 credits).
<b>MSP 203</b>	Concert Band	1 (maximum 8 credits).
<b>MSP 204</b>	Orchestra	1 (maximum 8 credits).
<b>MSP 205</b>	Ensemble for Voices and/or Instruments	1 (maximum 8 credits).
<b>MSP 2060</b>	Latin Band	1 credit (maximum 8 credits).
<b>MSP 207</b>	Jazz Band	1 (maximum 8 credits).

<b>MSP 208</b>	Percussion Ensemble	1 (maximum 8 credits).
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**Electives to be taken from the following courses (12):**

		Credits
<b>MSH 350</b>	Topics in Ethnomusicology	3 (maximum 6 credits)
<b>MSH 369</b>	History of Jazz	3
<b>MSH 370</b>	American Popular Music	3
<b>MST 221</b>	Fundamentals of Film Music	3
<b>MST 245</b>	Introduction to Music Therapy	3
<b>MST 246</b>	Music and the Brain	3
<b>MST 316</b>	Orchestration II	3
<b>MST 318</b>	Form and Analysis II	3
<b>MST 319</b>	Composition I	3
<b>MST 320</b>	Composition II	3
<b>MST 321</b>	Creating Music with Computers	3
<b>MST 322</b>	Recording Techniques and Studio Production	3
<b>MST 323</b>	Scoring for Media	3 (can be repeated to a maximum 6 credits).
<b>MST 370</b>	Music Internship	3 (may be repeated once with Departmental approval).



<b>MST 371</b>	Practicum in Music Therapy	1 (may be repeated up to 3 credits).
<b>MSP 230</b>	Piano for Music Teachers	2
<b>MSP 445</b>	Conducting	3
<b>MSP 446</b>	Conducting	3

*Up to 3 credits of group instruction on an instrument or voice may be applied to Elective credit. Eligible courses: **MSP 166, MSP 167, MSP 168, MSP 169, MSP 170, MSP 171, MSP 172, MSP 185, MSP 190, MSP 191, MSP 192, MSP 226, and MSP 227.***

*Other electives by permission of the Department.*

### **Senior Project (3):**

		Credits
<b>MST 496</b>	Senior Project	3

*Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.*

### **Placement in Courses**

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter **MST 236** (Theory 1) and **MST 266** (Musicianship 1) by taking a placement examination. Successful completion of **MST 100** will be accepted in lieu of the placement examination.

### **Piano Requirement**

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 316). Students are expected to complete this requirement before their fifth semester.

### **Departmental Ensembles**

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester.

**MSH 114** and **MSH 115** are general education courses that do not count toward the major in Music.

**3. To:**

The Department of Music offers a 64-credit major in Music leading to the B. S. degree. Entrance into this program is by examination.

**The required courses and credits are distributed as follows:**

**Credits (64)****Foundation (3):**

	Credits
<b>MSH 200</b> Introduction to Music History and Culture	3

**Music Theory (18):**

	Credits
<b>MST 236</b> Theory I	3
<b>MST 237</b> Theory II	3
<b>MST 238</b> Theory III	3
<b>MST 239</b> Theory IV	3
<b>MST 315</b> Orchestration I	3
<b>MST 317</b> Form and Analysis I	3

**Musicianship (4):**

	Credits
<b>MST 266</b> Musicianship I	1
<b>MST 267</b> Musicianship II	1
<b>MST 268</b> Musicianship III	1
<b>MST 269</b> Musicianship IV	1

**Music History (12) selected from the following:**

	Credits
<b>MSH 331</b> Music of the Middle Ages and Renaissance	3
<b>MSH 332</b> Music of the Baroque and Classical Eras	3

<b>MSH 333</b>	Music of the Romantic and Early Modernist Eras	3
<b>MSH 334</b>	Music Since 1945	3
<b>MSH 350</b>	Topics in Ethnomusicology	3 - 6
	<u>(a variable topics course that may be repeated with a different topic)</u>	

### Performance Instruction (6):

Six credits of private or group instruction on an instrument or voice to be selected from the following courses.

		Credits
<b>MSP 166</b>	Strings I	1 (can be repeated to a maximum of 4 credits)
<b>MSP 167</b>	Strings II	1 (can be repeated to a maximum of 4 credits)
<b>MSP 168</b>	Woodwinds I	1 (can be repeated to a maximum of 4 credits)
<b>MSP 169</b>	Woodwinds II	1 (can be repeated to a maximum of 4 credits)
<b>MSP 170</b>	Brass I	1 (can be repeated to a maximum of 4 credits)
<b>MSP 171</b>	Brass II	1 (can be repeated to a maximum of 4 credits)
<b>MSP 172</b>	Percussion	1 (can be repeated to a maximum of 4 credits)
<b>MSP 185</b>	Guitar 1	1 (can be repeated to a maximum of 4 credits)
<b>MSP 190</b>	Group Piano 1	1 (maximum 4 credits)
<b>MSP 191</b>	Group Piano 2	1 (maximum 4 credits)

<b>MSP 192</b>	Group Piano 3	1 (maximum 4 credits).
<b>MSP 210</b>	Instruction in Principal Instrument or Voice Private Instruction	1 ( <u>maximum 8 credits</u> )
<u>MSP 225</u>	<u>Singing for the Stage</u>	<u>2</u>
<b>MSP 226</b>	Voice and Diction 1	1
<b>MSP 227</b>	Voice and Diction 2	1

**Ensemble (6):**

		Credits
<b>MSP 100</b>	Chorus	1 (can be repeated to a maximum 8 credits)
<b>MSP 201</b>	The College Choir	1 (maximum 8 credits).
<b>MSP 202</b>	The Chamber Choir	1 (maximum 8 credits).
<b>MSP 203</b>	Concert Band	1 (maximum 8 credits).
<b>MSP 204</b>	Orchestra	1 (maximum 8 credits).
<b>MSP 205</b>	Ensemble for Voices and/or Instruments	1 (maximum 8 credits).
<u><b>MSP 209</b></u>	Latin Band	1 credit (maximum 8 credits).
<b>MSP 207</b>	Jazz Band	1 (maximum 8 credits).
<b>MSP 208</b>	Percussion Ensemble	1 (maximum 8 credits).

**Electives to be taken from the following courses (12):**

		Credits
<b>MSH 350</b>	Topics in Ethnomusicology	3 (maximum 6 credits)
<b>MSH 369</b>	History of Jazz	3
<b>MSH 370</b>	American Popular Music	3

<b>MST 221</b>	Fundamentals of Film Music	3
<b>MST 245</b>	Introduction to Music Therapy	3
<b>MST 246</b>	Music and the Brain	3
<b>MST 316</b>	Orchestration II	3
<b>MST 318</b>	Form and Analysis II	3
<b>MST 319</b>	Composition I	3
<b>MST 320</b>	Composition II	3
<b>MST 321</b>	Creating Music with Computers	3
<b>MST 322</b>	Recording Techniques and Studio Production	3
<b>MST 323</b>	Scoring for Media	3 (can be repeated to a maximum 6 credits).
<b>MST 370</b>	Music Internship	3 (may be repeated once with Departmental approval).
<b>MST 371</b>	Practicum in Music Therapy	1 (may be repeated up to 3 credits).
<b>MSP 230</b>	Piano for Music Teachers	2
<b>MSP 445</b>	Conducting	3
<b>MSP 446</b>	Conducting	3

*Up to 3 credits of group instruction on an instrument or voice may be applied to Elective credit. Eligible courses: **MSP 166, MSP 167, MSP 168, MSP 169, MSP 170, MSP 171, MSP 172, MSP 185, MSP 190, MSP 191, MSP 192, MSP 225 MSP 226, and MSP 227.***

*Other electives by permission of the Department.*

**Senior Project (3):**

		Credits
<b>MST 496</b>	Senior Project	3

*Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.*

**Placement in Courses**

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter **MST 236** (Theory 1) and **MST 266** (Musicianship 1) by taking a placement examination. Successful completion of **MST 100** will be accepted in lieu of the placement examination.

**Piano Requirement**

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 316). Students are expected to complete this requirement before their fifth semester.

**Departmental Ensembles**

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester.

**MSH 114**, **MSH 115**, and **MSH 245** are general education courses that do not count toward the major in Music.

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

The change to MSP 206 is simply a correction to a course number that exists in CUNYFirst, but which was changed, incorrectly, in the bulletin. This corrects an error.

We recently changed MSP 201 to be repeatable 8 times (the typical length of study for the Music Major) but neglected to submit a form to change this wording here, in the formal outline of the major.

The addition of MSH 245 to the list of courses that does not count towards the major is simply formalizing a practice that the program has observed since the three courses were accepted into the General Education curriculum. They do not satisfy the major, nor have they ever, but MSP 245 was omitted from the bulletin.

MSP 225 was offered as an experimental course and we seek to add it to the regular complement of performance courses.

We seek to add MSH 350 Topics in Ethnomusicology to the list of courses that fulfill the program's 12 credits in Music History in order to formally recognize the place of

world music cultures in our curriculum and the complementarity of musicology and ethnomusicology as fields of academic music study.

5. **Date of departmental approval:** October 12, 2018

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

Hegis Number: 1509.00

Program Code: 02647

Effective Term: Fall 2019

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

2. **From:**  
**Philosophy (24-Credit Major)**

Students who Major in Philosophy may choose either Option A: Knowledge and Reality or Option B: Ethics and Public Policy.

Option A: Knowledge and Reality

~~6 credits~~ selected from:

~~PHI 170 Introduction to Logic, or  
PHI 230 Symbolic Logic~~

~~PHI 232 Classical Ethical Theories, or  
PHI 358 Ethical Theory~~

~~6 credits~~ selected from:

~~PHI 242 History of Philosophy I: Ancient  
PHI 243 History of Philosophy II: Modern  
PHI 244 History of Philosophy III: Later Modern  
PHI 251 History of Philosophy IV: Twentieth Century~~

~~At least 3 of these 6 credits must be from PHI 242 or PHI 243.~~

~~12 credits:~~ selected from 300-level or 400-level Philosophy courses.

Option B. Ethics and Public Policy Major

3 credits selected from:

PHI 170 Introduction to Logic, or  
PHI 230 Symbolic Logic



~~3 credits selected from:~~

~~PHI 171 Problems of Philosophy  
PHI 242 History of Philosophy I: Ancient  
PHI 243 History of Philosophy II: Modern  
PHI 244 History of Philosophy III: Later Modern  
PHI 251 History of Philosophy IV: 20th Century~~

~~9 credits selected from:~~

~~PHI 232 Classical Ethical Theories  
PHI 234 Philosophy of Law  
PHI 235 Political Philosophy  
PHI 236 Social Philosophy  
PHI 246 Philosophies of the Self  
PHI 247 Environmental Ethics  
PHI 250 Contemporary Social Ethics~~

~~6 credits selected from:~~

~~PHI 3010 Ethics and Science  
PHI 330 Business Ethics  
PHI 343 Philosophy of Technology  
PHI (SOC) 354 Philosophy of the Social Sciences  
PHI 358 Ethical Theory  
PHI 359 Philosophical Problems in Legal Theory  
PHI (POL) 369 Global Justice  
PHI 462 Seminar in Philosophy and Social Policy~~

~~3 credits: selected from a 300-level or 400-level Philosophy course related to the field of Ethics and Public Policy.~~

**3. To:  
Philosophy (27-Credit Major)**

Students who Major in Philosophy may choose either Option A: Knowledge and Reality or Option B: Ethics and Public Policy.

A. Option A: Knowledge and Reality

1. One 3-credit course in Logic (Category 1)
2. One 3-credit introductory course (Category 2)

Of the remaining seven courses, at least three courses (9 credits) should be at the 300- or 400-level.

3. Two 3-credit courses in Knowledge, Language, and Mind (Category 3)

4. Two 3-credit courses in Ethics, Politics, and Aesthetics (Category 4)
5. Two 3-credit courses in Philosophical Traditions (Category 5), one of which must be either PHI 242 or PHI 243
6. One additional 3-credit course from Categories 3 or 5, or PHI 365.

B. Option B: Ethics and Public Policy (27 credits)

1. One 3-credit course in Logic (Category 1)
2. One 3-credit introductory course (Category 2)

Of the remaining seven courses, at least three courses (9 credits) should be at the 300- or 400-level.

3. One 3-credit course in Knowledge, Language, and Mind (Category 3)
4. Four 3-credit courses in Ethics, Politics, and Aesthetics (Category 4)
5. One 3-credit course in Philosophical Traditions (Category 5)
6. One additional 3-credit course from Categories 3 or 5, or PHI 365.

**Course Categories:**

**Category 1: Logic:**

PHI 170 Introduction to Logic  
PHI 230 (LNG 266) Intermediate Logic

**Category 2: Introductory Courses**

PHI 169 Critical Reasoning  
PHI 171 Problems of Philosophy  
PHI 172 Contemporary Moral Issues  
PHI 173 Justice and Society  
PHI 174 Theories of Human Nature  
PHI 175 Philosophy of Religion  
PHI 176 Philosophy of Freedom  
PHI 177 Philosophy of Contemporary Music

**Category 3: Knowledge, Language, and Mind**

PHI 231 Philosophy of Language  
PHI 237 Issues in the Philosophy of Religion  
PHI 350 Philosophy of Mind  
PHI 353 Philosophy of Science  
PHI 354 (CLT 354) Philosophy of the Social Sciences  
PHI 355 Theory of Knowledge  
PHI 356 Metaphysics  
PHI 357 Educating Kings and Citizens

**Category 4: Ethics, Politics, and Aesthetics**

PHI 218 (POL 218) (HRP 218) Fundamentals of Human Rights  
PHI 221 Ethical Issues in Computing and Technology  
PHI 232 Classical Ethical Theories  
PHI 233 Aesthetics  
PHI 234 (POL 312) Philosophy of Law  
PHI 235 Political Philosophy  
PHI 236 Social Philosophy  
PHI 239 Philosophical Ideas in Literature  
PHI 247 Environmental Ethics  
PHI 248 Philosophy and Film  
PHI 250 Contemporary Social Ethics  
PHI 330 Business Ethics  
PHI 336 (DST 336) Disability, Ethics, and the Body  
PHI 338 (AAS 338) Race and Ethnicity in Society  
PHI 339 Philosophy of Sport  
PHI 341 Medical Ethics  
PHI 358 Ethical Theory  
PHI 364 Capitalism and Its Critics  
PHI 369 (POL 369) Global Justice  
PHI 370 Legal Reasoning  
PHI 434 Neuroethics

#### **Category 5: Philosophical Traditions**

PHI 225 (WST 225) Philosophy and Gender  
PHI 238 Asian Philosophies  
PHI 241 Existentialism  
PHI 242 History of Philosophy I: Ancient  
PHI 243 History of Philosophy II: Modern  
PHI 244 History of Philosophy III: Nineteenth Century  
PHI 245 American Philosophy  
PHI 251 History of Philosophy IV: Twentieth Century  
PHI 269 (AAS 269) Introduction to African Philosophy  
PHI 305 (AAS 305) African Philosophical Thought

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

The two Philosophy Major tracks have not been significantly changed since before 1998. We have an almost completely new crew of faculty members teaching many courses that do not currently count towards the major, requiring us to make a lot of substitutions for students to complete their majors. The new design of the two major tracks will allow us to make better use of our current faculty members' interests and specialties and give students more options within broad philosophical topic-areas for completing the majors. Both majors use the same "buckets" or categories for the courses—which simplify how the majors are described and is less confusing for students—but require students to take different numbers of courses in some of the buckets.

5. **Dates of departmental approval:** May 9, 2018, September 26, 2018

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

1. **Type of Change:** *Change in course title and prerequisite*

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

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 230
Course Title	<del>Symbolic Logic</del>
Description	Introduction to the techniques and applications of modern deductive logic; a development of formal systems of propositional and quantificational logic.
Pre/ Co Requisites	[None]
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

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3. **To:** Underline the changes

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 230
Course Title	<u>Intermediate Logic</u>
Description	Introduction to the techniques and applications of modern deductive logic; a development of formal systems of propositional and quantificational logic.
Pre/ Co Requisites	PHI 170
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not affect the learning outcomes of the department or major/program. The change in title better reflects and indicates to student the relationship between PHI 170 "Introduction to Logic" and this course. We run a lot of sections of 170. Adding 170 as a prerequisite will ensure that the students come into the course with a knowledge of basic logic allow 230 to be taught at the intermediate level.

5. **Date of departmental approval:** Sept. 26, 2018

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

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

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 239
Course Title	Philosophical Ideas in Literature
Description	<del>Introduction to the philosophical study of language and meaning. Methods employed and problems encountered in the analysis of both constructed and natural languages will be examined.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



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3. **To:** Underline the changes

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 239
Course Title	Philosophical Ideas in Literature
Description	<u>Relations between philosophy and literature, the mode of existence of a literary work of art and its sources in the imagination, and how philosophical ideas are embodied in literature. Selected classics of world literature, ancient and modern, are carefully read and analyzed.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not affect the learning outcomes of the department or major/program. The course description in the online catalog was somehow entered incorrectly at some point. The proposed description is the correct, original description of the course, as published in the 2009-2011 paper-based catalog (copy can be provided upon request).

5. **Date of departmental approval:** May 9, 2018

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

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

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 241
Course Title	Existentialism <del>and Phenomenology</del>
Description	Elementary study of some of the major doctrines.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 241
Course Title	<u>Existentialism</u>
Description	Elementary study of some of the major doctrines.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not affect the learning outcomes of the department or major/program. Phenomenology can still be taught as part of the History of Philosophy IV: Twentieth Century course.

5. **Date of departmental approval:** May 9, 2018

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

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

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 244
Course Title	<del>History of Philosophy III: Later Modern</del>
Description	Western philosophical thought from Kant through the 19th century.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 244
Course Title	<u>History of Philosophy III: Nineteenth Century</u>
Description	Western philosophical thought from Kant through the 19th century.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not affect the learning outcomes of the department or major/program. This title better reflects the historical time-period and content of the course in a way that will be more meaningful to students. This new title also allows us to enfold PHI 361 "Nineteenth Century Continental Philosophy" into the major requirements, since an

instructor can always teach this course in a way that focuses more specifically on nineteenth century Continental philosophy.

5. **Date of departmental approval:** May 9, 2018



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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 339
Course Title	Philosophy of Sport
Description	Philosophy of sport from a variety of vantage points. Topics may include the values of sport (winning, fair play, cheating), the connections between sport and art, politics, and culture, and the application of different branches of philosophy—aesthetics, ethics, epistemology, metaphysics, logic, and political philosophy—to sports.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

The philosophy of sport has been gaining prominence and attention in the discipline and is popular with students. More than one faculty member has regularly taught a Philosophy of Sport course for many years under the PHI 365 "Special Topics" heading. Introducing this course as a regular course will allow us to offer it as a stand-alone course.

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

- Identify and describe issues in the philosophy of sport
- Construct arguments concerning issues in the philosophy of sport
- Analyze arguments made by philosophers in the philosophy of sport
- Explain how key ethical theories apply to the philosophy of sport

**5. Date of Departmental Approval: May 9, 2018**

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

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

2.

Department(s)	Philosophy
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Philosophy
Course Prefix & Number	PHI 349
Course Title	Philosophy of Mind
Description	Introduction to central issues in the study of mind. What is consciousness and what is it to have a mind? How does the mind fit into a physical universe? What role does conscious experience play in securing knowledge of the world, of other minds, and of ourselves? Theories of consciousness that will be explored include Dualism, Behaviorism, Identity Theory and Functionalism.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] 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

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

Philosophy of mind is a central topic in philosophy. The department currently has no class that is dedicated to introducing students to this area of philosophy. Adding this class to the curriculum will rectify that problem and will allow instructors to teach this class without having to categorize it under the PHI 365 "Special Topics" heading.

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

- Articulate the central problems and key developments in contemporary philosophy of mind
- Engage with philosopher's arguments and raise objections and criticisms.
- Formulate their own positions on key topics and provide reasoned defenses of these positions.

5. **Date of Departmental Approval:** May 9, 2018, Sept. 26, 2018



## **Library Technology and Telecommunications Senate Committee Meeting**

Meeting Date: December 5, 2018

Meeting Location: Carman Hall Room B75

Attendance: VP Ron Bergmann, Stephen Castellano, Prof. Sherry Deckman, John DeLooper, Susan Ko, Kenneth Schlesinger, Professor Jennifer McCabe, Prof. Devrim Yavuz

Student Senator Representatives: Mr. Brian Jones

Excused: Vincent Sandella, Jennifer VanAllen, Raymond Diaz

### **Library Report:**

- As part of Renovation project - Library plans to close entire first floor beginning with Spring 2019 semester. Temporary Entrance will be on Concourse [basement] level. Some services may be temporarily disrupted - but we will do our best to guarantee support.
- Library announces their December Book Sale through December 21<sup>st</sup>. Books, DVD's and vinyl albums are for sale in Room 120 between 9:00 AM and 4 PM.
- Library will conduct 24-hour Study Hall for final-exams through December 20<sup>th</sup>
- Library announces Amnesty for your overdue books. Late charges will be forgiven December 12<sup>th</sup> -31<sup>st</sup>. For more information, please contact the Circulation Desk.

### **Division of Information Technology:**

- The CUNY IT Conference took place in late November at John Jay College. Online Learning, the Library and IT were all involved in sessions. IT presented on the Lehman 360 and with CUNY Central on the Student Success Dashboard. I'm pleased to announce that CUNYsmart and the Student Success Dashboard received the CUNY Excellence in IT award for Collaboration.
- The Student Technology Fee process for next academic year has started. Proposals can be submitted via Lehman 360 and the Tech Fee Committee will start to review proposals next semester. Please contact Brian Ribeiro of IT with questions or for assistance. We welcome your submissions.

- Due to the positive response to the LehmanQ student scheduling system at Financial Aid and the Carman Hall Help Desk, this tool will expand next semester to include the Bursar's Office and Admissions. We look forward to scaling this further over the coming semesters.

**Blackboard Report:**

- There will be an upgrade performed to Blackboard at the end of the fall semester. The upgrade is scheduled for December 27<sup>th</sup>-28<sup>th</sup>. Blackboard will not be available during this time period.
- Bb will return with a clean, crisp look, Among the new additions will be: Bb Attendance, and Audio/Video Feedback
- The Bronx Ed Tech Showcase will be coming to Lehman on Friday, May 3<sup>rd</sup>, 2019. Please keep an eye on your e-mail for a SAVE THE DATE announcement in the next week.

**Online Education:**

- The Office of Online Education invites faculty to apply for Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty. This two-week, asynchronous, instructor-facilitated workshop is being offered from January 7 - 20, 2019. Registration is now open and the deadline for registration is December 17.

Respectfully submitted,

Stephen Castellano  
Chair, Library Technology and Telecommunications Committee

## **12/12/18 Senate Report on Behalf of the Campus Life and Facilities Committee**

The Campus Life and Facilities committee met last Wednesday, 12/5/18, in Shuster 018 at 230pm.

A member of the Lehman community who uses access-a-ride to get to/from campus came to the meeting to talk about the challenge of getting dropped off or picked up at the right location by paratransit services. He spoke about the frustration of waiting for long periods of time in inclement weather while paratransit drivers are trying to locate the pick up.

Discussion lead to a few action points including:

- 1) increasing accessible signage **from the road** for pickup and dropoff spots
- 2) increasing accessible signage **on campus** to get to pickup and dropoff spots
- 3) making readily available a flyer with exact addresses to provide paratransit drivers so their GPS leads them to the right location (there are different gates to facilitate access to different buildings. We will be in touch with the Office of Student Disability Services to create a formal flier that provides these addresses.

Faculty and students can help facilitate this process by encouraging any students who need extra services to call the Office of Student Disability Services or visit Shuster Hall 238.

**\*\*It is extremely important for those students to register with this office so that they can be connected up with all sorts of helpful information like the addresses to give paratransit drivers, but also many other services like:**

accessible media (efiles of text books)  
staff/peer note takers  
sign language interpreters  
elevator keys  
testing accommodations

**The Office of Student Disability Services (SDS)  
Shuster Hall 238  
718 960 8441**

Special thanks to the Lehman community member who came to speak on behalf of others who are affected by the lack of signage for paratransit drivers.

Next meeting is on February 6 at 2:30 in Shuster 018.

Happy Holidays.

# Lehman Senate Budget Committee Report

Based on committee meeting on 11/14/2018

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

### **Senators**

Haiping Cheng

Mia Budescu

Alexander Nunez Terres

**GUL TIRYAKI-SONMEZ**

Sheila Blachman

Daniel Kabat

### **FP&B members**

Brian Murphy

Dene Hurley

Ryan Raum

Marie Marianetti

**David Badilo**

**Wesley Pitts**

### **Administration**

Vincent Prohaska

Rene Rotolo

Bethania Ortega

Christina Chiappa

### **Students**

Brysoily De La Cruz

William Washington

**Nasley Garcias-Otero**

Guest

The Budget committee meeting was called to order at 1:40 pm by Haiping Cheng on Nov. 14, 2018, in Shuster 336.

➤ **Approve minutes of Sept 5 meeting.**

➤ **Budget report:** Budget Director Bethania Ortega:

➤ Budget report format and terms

➤ 1<sup>st</sup> Quarter update: details on next slide.

➤ **Academic Affairs Report:** Dr. Dan Lemons, Interim Dean and EIC for Academic Programs and Student Success

➤ Faculty travel fund (FY19), for this fall remain unchanged

➤ Campus Ceremony fund has approved by the President's cabinet, a break down by schools was shared

➤ Membership budget remain unchanged

➤ Faculty search update: 17 replace lines and 5 new lines funded through enrollment revenue;

➤ School of A&H                      6 (5 + 1)

➤ School of Education              2 (1 + 1)

➤ School of HS2N                      7 (4 + 3)

➤ School of NSS                        7



# Lehman Budget Committee Report

Based on budget report on Nov. 14, 2018

## FY2019 1<sup>st</sup> quarter update

Total resource managed by Lehman \$ 112.3+2.5 M

↓ NY reduction (\$0.5M)

↑ \$3.2 + 1.6M increase due to exceeding enrollment target

Saving/Year 2018 \$7.1 + 0.3 M



### Major Spending

	2019p	(%total)	1 <sup>st</sup> Q % change
PS regular	79.4M	73.8%	0.0%
OTPS	7.4M	6.9%	8.6%
Adjuncts	14.6M	13.6%	7.7%
Temp service	4.1M	3.8%	6.2%
Labor reserve	2.1M	2.0%	0.0%

### Budget Highlights

	2015	2016	2017	2018	2019	2020
Strategic Investment				\$1.3M	\$1.6M	\$1.9M
New faculty	11	0	0	2	5	5
Year end saving	\$5.1M	\$6.9M	\$6.0M	\$7.1M	\$5.3M	?

\*Green: increase from prior,  
Red: reduction from prior.

## **Lehman Senate 12/12/2018**

### **Report of UFS meeting of 12/11/18**

Prof. Rice was ill last night and I attended and am giving this report as her alternate. I was joined at the UFS meeting, for Lehman, by Senator Judith Duncker.

Speaking of poor attendance, a few words on the issue of quorum or lack of quorum at open meetings of important public bodies like Lehman Senate and University Faculty Senate and the CUNY Board of Trustees. Most likely Student Government is also affected by quorum rules.

At 6:30 last night, upon learning that there wasn't a Perez quorum (1 more than half the Senators), Martin Burke, the chair of the UFS, explained it wasn't a meeting but rather an informational session. By 6:48, we'd made quorum and took a few quick procedural votes.

In terms of information from the gathering, we learned that the search for a chancellor continues. We learned that we must abide by Robert's Rules of Order, which means that resolutions and motions can be made from the floor as well as come out of committee. We learned about Perez rules – Perez was a student of Prof. Bill Crain of CCNY. Did you know that we're all bound by state Open Meetings law and Perez rules to keep meetings open, give full reports to the public, and hold no secret ballots?

There were some reports that can be found on the UFS website. I'll discuss four.

Phil Pecorino distributed the Academic Freedom committee's report, based on a CUNY-wide survey. David Manier, the chair of Lehman's academic freedom committee, is on the advisory sub-committee of the UFS academic freedom committee. There's a lot to talk and even debate CUNY-wide among faculty as well as student groups about this topic, not only academic freedom but also freedom of expression policies. Also, academic freedom must be respected in handling student complaints about professors. The UFS committee is monitoring and willing to help with academic freedom cases and situations that are arising and/or being handled at local campuses.

There was a report on Enrollment Management initiatives to encourage momentum toward graduation and provide incentives for students who dropped out close to graduation to come back and finish.

Lisa Hale Rose of the UFS Committee on Higher Education in the Prisons announced an upcoming conference on May 3<sup>rd</sup>, 2019 co-sponsored by BMCC: Reentry/Entry Symposium: Pedagogy, Programs, and Policies that Support and Sustain Justice-Involve CUNY Students. I have some copies of the call for proposals, and it's also on the UFS blog.

Emily Tai reminded faculty about the Jan. 18 deadline for a Belle Zeller scholarship, which honors the founder of the PSC. It's a \$5,000 merit-based scholarship – 3.75 GPA and active in community service. Maybe I'm looking at some good candidates right in front of me.

I'll keep this report short. The take-home is that there are changes going on in the CUNY bylaws and in the UFS charter. Those interested in faculty governance are requested to enter the discussion on the UFS website and the UFS blog.

What kind of changes are in the works?

First, the Board of Trustees. The Board on Monday night adopted a requirement for senior college faculty desiring promotion to use the CUNY vita that distinguishes between peer-reviewed and other publications. The faculty vote on this issue was abstention. The Board has transferred a lot of decisions about faculty appointments and promotions to the future Chancellor and his/her designee. We want to be consulted about how that designee is selected. The Board seems about to accept the amendment proposed by the Status of the Faculty committee to have college presidents go through the normal faculty P&B process when they wish to independently nominate faculty for promotion.

Second, the University Faculty Senate. The procedure for amending the charter of UFS has changed. Previously it required something like a 2/3 majority at all the campuses. So the charter is now being examined line by line for ways it can be streamlined, brought up to date, and made more flexible to allow for future changes in the University, such as addition of new schools. Last night was the first discussion session about revisions. The second discussion session will be in February, and the vote will take place at the UFS plenary in March.

Two sets of proposed revisions drew most discussion. One set were about wording that may or may not preserve the historical precedent that UFS should be consulted about important decisions made by other CUNY-wide bodies such as the Board of Trustees. The other set revises the membership rules. It is proposed to abolish the quota system that's been practiced for several decades by which each campus UFS delegation included one and only one adjunct faculty member. The suggested revision is to open this up so that a college's delegation can be comprised of any mix of full-time and part-time faculty, presumably resulting in the inclusion of more Senators drawn from among adjunct and contingent faculty. Each college determines their own procedure for nomination, voting, recall, and replacement. Some college governance plans will probably also be revised.

Finally, a big announcement. Last night was the launch of the One CUNY Faculty initiative, which aims to bring all CUNY faculty (tenure track and contingent, full-time and part-time) together. The goal is the enhancement of the professional lives of all faculty and the improvement of educational quality across the board at CUNY. Check out the fresh new button – I just happen to have a bunch in my pocket. Speakers from the UFS executive board will be coming to a campus near you next semester to present and discuss the One CUNY Faculty initiative.

*Respectfully submitted by Ruth Wangerin, alternate to the UFS*