

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

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

Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Clinical Mental Health Counseling, Advanced Certificate

Hegis Number: 0826.01

Program Code: TBD

Effective Term: Fall 2025

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

2. **From:** N/A

3. **To:**

Advanced Certificate Program in Clinical Mental Health Counseling (16 credits)

This advanced certificate program is designed for Individuals who have earned a Master's degree (of 60 credits) in Counselor Education: School Counseling from Lehman College or another accredited institution or for those who are currently enrolled in the Lehman College Counselor Education: School Counseling program and have completed 36 credits and the practicum requirement.

Individuals who complete the advanced certificate will meet the educational requirements for licensure as a clinical mental health counselor in New York State and be eligible to apply for a limited permit and take the National Clinical Mental Health Counselor Examination. These requirements are 6 graduate courses, totaling 16 credits, and 600 hours of clinical internship. Individuals with a limited permit are eligible to begin the process of completing the 3,000 hours of supervised experience requirement.

Admissions Requirements:

Applicants will provide:

1. A master's degree in Counselor Education: School Counseling OR be a current matriculated student in the Lehman College Counselor Education: School Counseling program, who has successfully completed the first two years of required courses, including EDG 707 Practicum in Counseling;
2. Official transcripts from all undergraduate and graduate coursework. Graduate transcript must show a minimum 3.0 GPA;

3. One letter of recommendation from an employer as a reference outlining why the applicant would be an effective and ethical Clinical Mental Health Counselor;
4. Two essay questions from the Clinical Mental Health Counselor application supplement (1100 words); and
5. Application fee of \$75 (waived for Lehman students/alums).

Applicants who are current Lehman Counselor Education: School Counseling students or Lehman Counselor Education: School Counseling alumni will provide:

1. All the supporting documents from their prior Counselor Education: School Counseling application will be transferred by graduation admission except the essay unless the application is no longer in the CUNY system to access. If so, the applicant will need to submit all the required documents above.
2. Two essay questions from the Clinical Mental Health Counselor application supplement (1100 words).

Program of Study:

Required Courses

EDG 750 Foundations of Mental Health Counseling: Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. PREREQ: EDG 707

EDG 751 Psychopathology in Counseling: In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. PREREQ: EDG 707

EDG 752 Clinical Assessment and Treatment Planning in Mental Health Counseling: Focus on the role of assessment in mental health counseling; students learn case conceptualization, clinical intake interviews, and treatment planning. Emphasis on person-centered, strengths-based practices in treatment planning that addresses systemic factors, engages natural supports, and promotes improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations. Includes the role of psychopharmacology in counseling treatment. PREREQ: EDG 707, EDG 750 and EDG 751

EDG 760: Seminar 6: The business of managing a clinical mental health counseling practice

Overview of managing a private practice in Clinical Mental Health Counseling; developing a business plan, ethical and legal considerations, navigating insurance companies, billing practices, marketing, setting up an office, teletherapy, common pitfalls. Prerequisite: Program matriculation and advisor permission.

EDG 753 Internship in Clinical Mental Health Counseling I: First of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, and program coordinator permission.

EDG 754 Internship in Clinical Mental Health Counseling II: Second of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.

4. Rationale:

In most states, professional counselors can qualify to practice as both school counselors and clinical mental health counselors through a single degree program. New York State, however, requires separate credentials for each role. To address this, the Advanced Certificate in Clinical Mental Health Counseling offers an additional 16 credits, enabling our school counseling candidates to align with their peers in other states and acquire the necessary training for dual qualification.

Since New York introduced licensure for mental health counseling, many of our school counseling program candidates and alumni have expressed a strong interest in obtaining this license. Strengthening the mental health expertise of school counselors directly benefits the schools and communities they serve. Given the heightened rates of anxiety, depression, and post-traumatic stress disorder in children and adolescents, exacerbated by COVID-19, increased instances of racism, and gentrification (NYC Department of Health, 2021), mental health counselors are needed now more than ever. This Advanced Certificate plays a vital role in closing the training gap for our school counseling students and alumni.

We highly recommend that all our candidates pursue this certification. In the past, we have directed alumni to programs at Brooklyn College and Alfred College to gain these qualifications, but it is time to keep our students and alumni here at Lehman, equipping them with the skills and credentials they need to thrive and support our communities.

References: NYC Department of Health (2021). *Community Health Profiles 2021*.

5. **Date of Department Approval:** November 13, 2024
Date of Senate Approval: February 5, 2025

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

CURRICULUM CHANGE

1. **Type of Change:** Description, Prerequisite

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	Clinical Mental Health Counseling
Course Prefix & Number	EDG 708
Course Title	Counseling Research, Program Development, and Evaluation
Description	Examination of research design, data collection procedures, and the implementation and evaluation of comprehensive developmental K-12 school counseling programs.
Pre/ Co Requisites	PREREQUISITE: EDG 706
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Research
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)	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	Clinical Mental Health Counseling
Course Prefix & Number	EDG 708
Course Title	Counseling Research, Program Development, and Evaluation
Description	<u>Study of research designs in counseling including: data collection, analysis procedures, ethical and legal issues, and implementing and evaluating culturally responsive K-12 school and/or clinical mental health counseling program interventions and outcomes to close opportunity gaps in schools and affordability and access gaps in mental health settings.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Research
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 course description has been revised to include clinical mental health counseling components to align with CACREP accreditation standards and to ensure the course learning objectives meet clinical mental health counseling goals.

EDG 706 Assessment in Counseling has been removed as a prerequisite because it is not included in the required course sequence for the MS degree in Clinical Mental Health Counseling.

5. **Date of departmental approval:** November 13, 2024
Date of Senate Approval: February 5, 2025

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
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Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Science of Reading, Advanced Certificate
Hegis Number: 0830.00 Reading Education (Methodology & Theory)
Program Code: TBD
Effective Term: Fall 2025

1. **Type of Change**: New Advanced Certificate Program (with Online Option)
2. **From**: N/A
3. **To**:
Advanced Certificate in the Science of Reading (9 Credits)

The Advanced Certificate in the Science of Reading program is designed for individuals in educational and nontraditional educational settings who want to gain an understanding of the principles of the Science of Reading and how to apply evidence-based instruction and assessment practices for developing oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. *This advanced certificate program does not lead to state teacher licensure.*

Educational Objectives:

- Demonstrate knowledge of evidence-based research and instruction in the Science of Reading and synthesize knowledge into applied practice
- Understand and address factors influencing literacy development, including dyslexia, second language development, and social/cultural factors
- Learn to provide explicit and systematic structured literacy instruction to meet the diverse skills of all students
- Select, administer, and interpret a variety of formal and informal literacy assessments for purposes of screening, diagnosis, progress monitoring, and measuring outcomes

Career Objective:

- Design an implementation map to incorporate the principles of the Science of Reading into a variety of settings (e.g., private literacy tutor, speech and language pathologist, literacy specialist, teacher aides)

Admissions Requirements:

1. Official transcripts from every college or university attended showing evidence of a bachelor's degree or higher from an accredited college or university;
2. A minimum 3.0 (B) GPA from a completed undergraduate degree program;
3. Evidence of experience in a traditional or nontraditional educational setting, such as pre-service teacher training, P-12 school positions, after-school tutor, librarian, etc. (May be waived at the discretion of the program coordinator.);
4. Two letters of recommendation from your previous or current professors, employers, or professional colleagues; and
5. A written one-page essay that addresses the following question: How will this advanced certificate in the Science of Reading contribute to your professional goals and advance your knowledge?

Program of Study: The program of study consists of 9 credits of core courses in a Post-Bachelor's or Post-Master's degree track. All courses require that candidates participate in at least ten hours of field experience during the semester.

Post-Bachelor's Track – Course Sequence:

Semester	Courses
<i>Fall 1</i> 6 credits total	EDR 500: Foundations in the Science of Reading (3 credits) EDR 510: Instructional Methods in the Science of Reading (3 credits)
<i>Spring 1</i> 3 credits total	EDR 516: Literacy Assessment in the Science of Reading (3 credits)

Post-Master's Track - Course Sequence (for individuals already possessing a master's degree):

Semester	Courses
<i>Fall 1</i> 6 credits total	EDR 700: Foundations in the Science of Reading (3 credits) EDR 710: Instructional Methods in the Science of Reading (3 credits)
<i>Spring 1</i> 3 credits total	EDR 716: Literacy Assessment in the Science of Reading (3 credits)

Required Courses

Post-Bachelor's Track

EDR 500: Foundations in the Science of Reading (3 credits)

Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)

PREREQ: Permission of program coordinator

EDR 510: Instructional Methods in the Science of Reading (3 credits)

Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds. Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.)

PREREQ: Permission of program coordinator

EDR 516: Literacy Assessment in the Science of Reading (3 credits)

Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.)

PREREQ: Permission of program coordinator

Post-Master's Track**EDR 700: Foundations in the Science of Reading (3 credits)**

Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)

PREREQ: Permission of program coordinator

EDR 710: Instructional Methods in the Science of Reading (3 credits)

Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds.

Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.)

PREREQ: Permission of program coordinator

EDR 716: Literacy Assessment in the Science of Reading (3 credits)

Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.).

PREREQ: Permission of program coordinator

4. Rationale:

Nationwide, there has been an intense focus in the media, policy, and educational practice on improving reading instruction to reflect best practices in the Science of Reading ([Woulfin & Gabriel, 2022](#)). This focus has led to policy shifts and guidance to schools and districts across New York State, such as the [Literacy Briefs](#) released by NYSED and the [NYC Reads Initiative](#) in the New York City Department of Education schools. To respond to these shifts in policy and instructional practices, individuals involved in the education of K-12 students, namely principals, teachers, and literacy specialists along with others such as after school program teachers, literacy tutors, etc., must receive training and professional development to hone their practice. Calls by organizations, such as the [National Council on Teacher Quality](#) (NCTQ), have been made for current pre-service and in-service teacher preparation programs to respond to these shifts in their curriculum and program offerings. This advanced certification program is designed to respond to these calls to ensure that all interested parties understand the five components of the science of reading and “participate in high-quality professional learning and demonstrate their knowledge and implementation of the science of reading” ([NCTQ, n.d., p. 5](#)). By doing so, this program will contribute to Lehman’s goal of creating curricula that reflect the needs of the local community.

Currently, we offer an Advanced Certificate program in Literacy Education for practicing teachers who are seeking teacher certification in literacy, which is 18 credits. The Science of Reading Advanced Certificate program is unique as it will be offered to all people with an education background interested in learning more about the program topics in addition to those seeking teacher certification, such as principles, teacher assistants, after-school program leaders, speech and language pathologists, etc., providing a quick response to the current needs and calls in a short time frame. For those interested in obtaining certification, all 9 credits of the Science of Reading

Advanced Certificate program may be transferred into any of our existing literacy education programs (Advanced Certificate in Literacy Education, Literacy Studies, MEd., or Literacy and Special Education Dual Cert, MEd.), providing a pipeline of extended study.

A distance education format proposal (see attached NYSED documents) is also being submitted to offer the Science of Reading, Advanced Certificate program in an online format. The distance learning format will provide greater flexibility to students by allowing them to complete the program by taking all courses HyFlex, where they are able to select the mode (synchronous online or asynchronous) that matches their needs for particular class sessions. The department plans to offer at least one section of each course HyFlex each year.

5. **Date of Department Approval:** November 13, 2024
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CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

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 516 (cross-listed with EDR 716)
Course Title	Literacy Assessment in the Science of Reading
Description	Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.)
Pre/ Co Requisites	<u>PREREQ: Permission of program coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General	<input checked="" type="checkbox"/> Not Applicable
Education	<input type="checkbox"/> Required
Component	<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:

We propose the course to center on using research-based science of reading assessments to drive literacy instruction given new NYSED mandates for literacy instruction in the science of reading. In addition, the course focuses on literacy assessment, evaluation, and intervention in all educational contexts, including traditional school settings and nontraditional settings such as tutoring and homeschool environments across all student ages and grades.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the post-bachelor’s track. This course should be cross-listed with EDR 716.

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

- Recognize, understand, and evaluate the purposes, attributes, strengths, and limitations of different types of structured literacy assessments, including a variety of formal and informal assessments for screening, diagnosis, progress monitoring, and measuring outcomes
- Interpret and use assessment data to analyze individual, group, and classroom performance and progress in each of the following areas: concepts of print, phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, motivation, and writing
- Appropriately communicate assessment purposes, results, student work samples, and implications of results to a variety of audiences, including students, parents, colleagues, and administrators

5. Date of Departmental Approval: November 13, 2024

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1. **Type of change:** New Course with Cross-Listing

2.

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 500 (cross-listed with EDR 700)
Course Title	Foundations in the Science of Reading
Description	Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)
Pre/ Co Requisites	<u>PREREQ: Permission of program coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. **Rationale:**

In response to new NYSED mandates for literacy education in the science of reading, we propose the course title and description to provide evidence-based research and frameworks surrounding the Science of Reading. This course provides foundational context and information about literacy development and acquisition to connect theory to instructional practice.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the post-bachelor’s track. This course should be cross-listed with EDR 700.

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

- Demonstrate knowledge of major evidence-based foundations of the science of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and literacy development throughout the grades and its relationship with other aspects of literacy.
- Demonstrate knowledge of the major evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.
- Demonstrate knowledge of evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.
- Identify and define major factors influencing diverse learners in terms of neuropsychology, physiology, language, and sociocultural environments.

5. **Date of Departmental Approval:** November 13, 2024

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CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

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 510 (Cross-listed with EDR 710)
Course Title	Instructional Methods in the Science of Reading
Description	Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds. Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.) PREREQ: Permission of Coordinator
Pre/ Co Requisites	<u>PREREQ: Permission of program coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. Rationale:

In response to new NYSED mandates for literacy education in the science of reading, we propose the course title and description to provide evidence-based research on curriculum and instructional methods in the Science of Reading. The course requires students to implement six core areas in teaching reading and writing systematically and explicitly.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the post-bachelor’s track. The course should be cross-listed with EDR 710.

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

- Examine the impact of the Science of Reading on reading curriculum and instructional methods
- Recognize, understand, and evaluate the strengths and appropriateness of different types of instructional practices and materials in the Science of Reading
- Implement instructional practices, materials, and assessments in the Science of Reading in educational settings
- Understand and respond to the student's needs in learning disciplinary texts in various forms and developing reading and writing skills in the Science of Reading
- Select, develop, and implement curriculum and lesson plans or unit studies by using the Science of Reading framework

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
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CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite, Cross-listing

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 Education
Course Prefix & Number	EDR 716
Course Title	Literacy Development in Nontraditional Settings
Description	Theoretical and empirical foundations for designing and implementing literacy programs in nontraditional settings. Examines and analyzes theories and practices of language, learning, knowledge, and ideology. Assessment and observations under supervision are made of operating literacy programs.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. To:

Department (s)	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 716 (<u>Cross-listed with EDR 516</u>)
Course Title	<u>Literacy Assessment in the Science of Reading</u>
Description	<u>Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.)</u>
Pre/ Co Requisites	<u>PREREQ: Permission of program coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

4. Rationale:

We propose changing the course to center more specifically on using research-based science of reading assessments to drive literacy instruction given new NYSED mandates for literacy instruction in the science of reading. In addition, we shift the course to focus on literacy assessment, evaluation, and intervention in all educational contexts, including traditional school settings and nontraditional settings such as tutoring and homeschool environments across all student ages and grades.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the Post-Master’s track. This course should be cross-listed with EDR 516.

5. Date of Departmental Approval: November 13, 2024

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CITY UNIVERSITY OF NEW YORK**

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

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite, Cross-listing

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 Education
Course Prefix & Number	EDR 700
Course Title	Studies in the Teaching of the Language Arts Advanced Course
Description	Examination of language arts research (listening, speaking, reading, writing) related to classroom practices.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. **To:**

Department(s)	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 700 <u>(Cross-listed with EDR 500)</u>
Course Title	<u>Foundations in the Science of Reading</u>
Description	<u>Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)</u>
Pre/ Co Requisites	<u>PREREQ: Permission of program coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

4. **Rationale:**

In response to new NYSED mandates for literacy education in the science of reading, we propose changing the course title and description to provide evidence-based research and frameworks surrounding the Science of Reading. This course provides foundational context and information about literacy development and acquisition to connect theory to instructional practice.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the Post-Master’s Track. This course should be cross-listed with EDR 500.

5. **Date of Departmental Approval:** November 13, 2024

Date of Senate Approval: February 5, 2025

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

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

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite, Cross-listing

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 Education
Course Prefix & Number	EDR 710
Course Title	Literacy Curriculum
Description	Literacy curriculum
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	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 710 (<u>Cross-listed with EDR 510</u>)
Course Title	<u>Instructional Methods in the Science of Reading</u>
Description	<u>Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds. Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.)</u>
Pre/ Co Requisites	<u>PREREQ: Permission of program coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

In response to new NYSED mandates for literacy education in the science of reading, we propose changing the course title and description to provide evidence-based

research on curriculum and instructional methods in the Science of Reading. The course requires students to implement six core areas in teaching reading and writing systematically and explicitly.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the Post-Master's track. This course should be cross-listed with EDR 510.

5. **Date of Departmental Approval:** November 13, 2024
Date of Senate Approval: February 5, 2025