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**Minutes of
The Lehman College Senate Meeting
Wednesday, April 3, 2013
Senate Meeting**

7 **Senators Present:** Ahmed, S.; Amend, A.; Bamshad, M., Banoum, B.; Bayne, G.;
8 Becker, S.; Brannigan, O.; Buckley, M.; Carrellas, P.;
9 Choudhary, A.; Deas, M.; DelaCruz, J.; Delevan, C.; Eleyinafe, O.;
10 Fayne, H.; Felíz, O.; Fernández, R.; Frimpong, R.; Gálvez, A.;
11 Genao, D.; Gil, M.; Gross, C; Greenberg, J.; Haghighat, E.;
12 Harcourt-Smith, W.; Hattori, T.; Holloway, J.; Hurley, D.;
13 Huynh, M.; Jacobson, B.; Jafari, M.; Jervis, J.; Marianetti, M.;
14 Martín, O.; Matthews, E.; Mazza, C.; Mitchell, S.; Morrobel-Sosa, A.;
15 Obaro-Best, O.; O'Connor, N.; O'Hanlon, T.; Olivencia, M.;
16 Paljevic, L.; Philipp, M.; Prince, P.; Rambarran, R.; Rice, A.;
17 Rivera-McCutchen, R. Sailor, K.; Schlesinger, K.; Tananbaum, D.;
18 Townsend, J.; Valentine, R.; Waring, E.; Wilder, E.;
19 Williams-Gray, B.; Zucchetto, V.

21 **Senators Absent:** Arredondo, G.; Bell, M.; Bergmann, R.; Calvet, L.; Carey, R.;
22 Clark, V.; DellaPina, M.; Dobson, C.; Farrell, R.; Georges, A.;
23 Gerry, C.; Hernández, E.; Hernández, R.; Kabat, D.; Machado, E.;
24 Magdaleno, J.; Markens, S.; Maybee, J.; Nadeem, S.; Onyedum, J.;
25 Ortiz, N.; Pettipiece, D.; Rachlin, J.; Schwartz G.; Troy, R.;
26 Washington, E.; Williams-Wallen, D.

27
28 The meeting was called to order by President Ricardo R. Fernández at 3:41 p.m.

29
30 **1. Approval of the Minutes**

31 A motion was made and seconded to adopt the minutes of the Senate meeting of March 6,
32 2013. The minutes were approved by a unanimous voice vote.

33
34 **2. Announcements and Communications—**

- 35 a. 1. President Fernández welcomed everyone back from Spring Break. He announced that the
36 New York State budget was approved with positive results for CUNY. The President also
37 stated that on April 4th, Representative Charles Rangel will host a Business and Innovation
38 Conference at Lehman. Dr. Rebecca Blank, Acting Secretary of the United States Department
39 of Commerce, is one of the speakers. She is the Chancellor Designate at the University of
40 Wisconsin. Mr. David Hinson, National Director of the Minority Business Development

41 Agency is also speaking at the Conference. Speakers will present from 9:30 to 11 a.m.,
42 followed by workshops. Representative Rangel will hold other events over the next eighteen
43 months.

44

45 **b. Student Legislative Assembly—**

46 Mr. Michael Olivencia, chair of the Student Legislative Assembly (SLA), presented the report.
47 See Attachment I.

48 **3. REPORTS OF THE STANDING COMMITTEES**

49 **a. Graduate Studies—**

50 1. Prof. Janet DeSimone presented a proposal from the Department of Counseling, Leadership,
51 Literacy and Special Education. She also presented an experimental course from the
52 Department of Music as an information item. The proposal was moved and approved by
53 unanimous vote. See Attachment II.

54 2. The next meeting is May 1st at 11 a.m. in Carman Hall B-33.

55

56 **b. Governance Committee—**

57 1. Professor Duane Tananbaum reported that letters were sent out requesting nominations for
58 membership in the Standing Committees of the Senate. He added that the email requesting
59 nominations for membership as Senator-At-Large is forthcoming.

60 2. The next Governance Committee meeting will take place on April 10th at 3:30 p.m. in
61 Carman 201.

62

63 **c. Committee on Admissions, Evaluations and Academic Standards—**

64 1. Prof. Anne Rice, the committee chair, indicated that while there are no new items to present,
65 the Committee is now addressing transfers and Pathways. She requested that any concerns
66 regarding transfers and Pathways be forwarded to her.

67 2. The next CAEAS meeting will take place on April 17th at 2:30 p.m. in Carman 221.

68

69 **d. Undergraduate Curriculum—**

70 1. Prof. Barbara Jacobson presented proposals from the Interdepartmental Program in
71 Comparative Literature; from the Department of Journalism, Communication and Theatre;

72 from the Department of Languages and Literatures; from the Department of Philosophy and
73 the Department of Political Science; and from the Department of Social Work. The proposals
74 were moved and approved by unanimous voice vote. See Attachment III.

75

76 **e. Academic Freedom—**

77 1. Prof. Mario González-Corzo, the committee chair, reported that there is no new business to
78 report.

79 4) The next Academic Freedom Committee meeting will be held on April 17th at 12:30 p.m. in
80 Carman B33.

81 **f. Library, Technology and Communications—**

82 1. Prof. Stefanie Havelka, the Library, Technology and Communications Committee chair,
83 presented the report. See Attachment IV.

84 2. The next Library, Technology and Communications Committee meeting will be announced
85 before the next Senate meeting.

86

87 **g. Campus Life and Facilities—**

88 1. Prof. Deborah Sanders reported that there is no report. She did indicate that the Committee
89 needs additional members.

90 2. The next Campus Life and Facilities meeting is scheduled for April 17th at 3:30 p.m. in
91 Shuster 336.

92

93 **h. Budget and Long Range Planning—**

94 1. Prof. Hai-Ping Cheng stated that there is no report.

95

96 **i. University Faculty Senate Report—**

97 1. In the absence of Prof. Peter Alexanderson, Prof. Manfred Philipp announced that the April
98 9th plenary will feature nominations for the at-large positions on the University Faculty Senate
99 Executive Committee and elections will be held at the May 7th plenary. He added that CUNY
100 Vice Chancellor Iris Weinshall is scheduled to speak at the April 9th plenary, and CUNY Vice
101 Chancellor Matthew Sapienza is scheduled to speak at the Friday, April 26th meeting of the
102 CUNY Faculty Governance Leaders.

103 2. At an event on April 18th, the CUNY Academy will present the Isaias Lerner Prize to Dr.
104 Mariana Zinni of the Department of Hispanic Languages and Literatures at Queens College.

105

106 **Old Business—None.**

107

108 **New Business—None.**

109

110 **ADJOURNMENT**

111 President Fernández adjourned the meeting at 4:03 p.m.

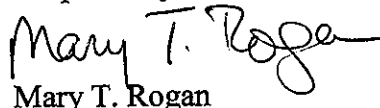
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Respectfully submitted,



Mary T. Rogan

Attachment I

Michael Olivencia, VPLA

SLA Report to College Senate

April 3rd, 2013

Talking Points

Here are a few updates:

Women on the Move was a great success. The SGA successfully collaborated with the Career Services Center to conduct a multimedia celebrity panel of women. The event drew over 150 students.

Our endeavor to link up with the office of Urban Male Leadership is progressing. Some of our senators volunteered to be mentors as I explained at our last meeting, and they will be trained next week by UML in conjunction with another organization to become mentors to high school students. The actual mentoring will begin after April 15th. Outreach will be done once a month and mentoring will occur every two weeks. We look forward to this—having Lehman student leaders reach out and give back to the younger generations. My mother always told me, “You are never too young to help someone.”

About a week ago some of our students went to the Somos El Futuro (We Are the Future) conference in Albany. Six Lehman students attended Somos for the first time this year and loved it. I attended the conference through USS so I was able to meet up with our team who came through the office of campus life. Indicated by their phone calls and text messages it became clear to me how much they were learning and how much fun they were having. Some of the students had the fortunate opportunity to meet and speak with Senator Gustavo Rivera. He gave us his card and provided me with some important fashion advice. As I recall, “when you have the opportunity to where a tie with or without a nipple, always go with the nipple.”

Finally, SGA has been working feverishly on the upcoming play Price of Silence 2. Some of you may remember the first play. It is a play to display the inequality and violence women face around the world. Some of you may remember the first play—it was sold out for its one night showing. This time we are showing it two nights: April 11 and 12. And this time it is going to be bigger and greater than last time—as a new script has been made to incorporate dance and instrumental performances, in addition to video clips culminating in a wonderful mixed art and multimedia production.

I say this to say that we, SGA and the play producers, actors, and workers need your help. Our play is next week Thursday and Friday. We have 1,200 tickets to sell, filling each seat in the Lovinger each night, for two nights. We are asking those that are teachers to give us three minutes at the beginning or end of your classes so that we may advertise this play and give students the opportunity to purchase tickets. Also tell your family, friends, and neighbors about this play. It is going to be great.

If you are interested in purchasing tickets contact the SGA or the Office of Campus life. \$5 for Lehman students, \$10 CUNY, and \$15 for Lehman guests.

With that said, I look forward to hearing from you and to working with you in these next few days.

Thank you very much for your time.

Attachment II
Graduate Studies
Committee
Report-
26 pages



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

**Application for Registration of New Programs¹
Leading to an Initial (including Initial/Professional) Classroom Teaching
Certificate/Extensions/Annotations**

This application is for New York degree-granting institutions seeking to register a new program leading to an **initial (including initial/professional) classroom teaching certificate/extensions/annotations**. If the proposal is a graduate degree program in a new certification area, in addition to this application form, submit 1) a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department; and 2) the institution's response to the evaluation.

Do not submit the application electronically. Please mail the completed application to the following address:

Teacher Education Program Proposal
Office of College and University Evaluation
5N Mezzanine, EB, New York State Education Department
89 Washington Avenue, Albany, NY 12234

Under certain circumstances, proposed programs may require amendment of the institution's master plan and/or charter or certificate of incorporation, in addition to program registration.

Master Plan Amendments

Approval of a master plan amendment is required when the institution seeks initial authorization to award a degree; offers its first program at a new level of study; establishes a branch campus or inter-institutional program; or establishes at each degree level its first program in each of the 10 general disciplinary areas. Under certain circumstances, proposed programs may require amendment of the institution's master plan and/or charter or certificate of incorporation, in addition to program registration.

Charter Amendments and Similar Authorizations

The Board of Regents incorporates independent, not-for-profit colleges and universities by issuing a charter, which defines the institution's legal authority and the location and scope of its programs of study and the degrees it may award. Charter amendments may be needed for such actions as initial authority to award degrees; new degree titles, including degrees at new levels; change of location or establishment of a branch campus; and operation beyond the specified limitations in the existing charter.

A proposal for registration from a proprietary college may require amendment of the college's certificate of incorporation on file with the Department of State. Such amendments require the consent of the Commissioner of Education.

More information about charter amendments and similar authorizations is available online.

¹ CUNY and SUNY institutions: In addition to using this application, you must contact System Administration for program registration guidance.

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.

Section I: General Information

Item	Response (type in the requested information)
Institution information	Date of Proposal: 2/26/2013 Institution Name: Lehman College-CUNY Address: 250 Bedford Park Blvd. West, Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program will be offered, if other than the main campus: ▪ If any <i>courses</i> will be offered off campus, indicate the location and number of courses and credits:
Program information	Program title: Literacy, Birth-Grade 6 and Special Education Grades 1-6: Dual Certification Award (e.g., B.A., M.S.): MS Maximum Number of Credits:42 Proposed HEGIS Code: Certification title(s) leads to: Professional Certificate in Literacy (B-6) and Initial Certificate in teaching Students with Disabilities (1-6) If the program is credit bearing <i>and</i> will lead to an Advanced Certificate, indicate the registered degree program(s) to which the credits apply:
Program format	Check all program scheduling and format features that apply: (See definitions) i) Format: <input checked="" type="checkbox"/> Day <input type="checkbox"/> Evening <input type="checkbox"/> Weekend <input checked="" type="checkbox"/> Evening/Weekend <input type="checkbox"/> Not Full-Time ii) Mode: <input checked="" type="checkbox"/> Standard <input type="checkbox"/> Independent Study <input type="checkbox"/> External <input type="checkbox"/> Accelerated <input type="checkbox"/> Distance Education (submit <u>distance education application</u> with this proposal) iii) Other: <input type="checkbox"/> Bilingual <input type="checkbox"/> Language Other Than English <input type="checkbox"/> Upper Division Program
Contact person for this proposal	Name and title: Dr. Gaoyin Qian Telephone:718-960-8307 Fax:718-960-7855 E-mail:gaoyin.qian@lehman.cuny.edu
CEO (or designee) approval <i>Signature affirms the institution's commitment to support the proposed program.</i>	Name and title: Anny Morrobel-Sosa, Ph.D., Provost and Senior Vice President for Academic Affairs Signature and date: If the program will be registered jointly ² 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:

² If the partner institution is non-degree-granting, see CEO Memo 94-04.

Section II. Program Information

1. Program Description and Purpose

- a) Provide a brief description of the program as it will appear in the institution's catalog.

The dual certification program is designed for teachers who have already had an initial certification in elementary or childhood education. This 42-credit program will lead to Professional certification in Literacy, Birth-Grade 6 and Initial certification in teaching Students with Disabilities, 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.

- b) How does the program relate to the institution's mission and/or master plan?

The mission of Lehman College is to offer New York City and regional residents a liberal arts education and preparation for careers and advanced study. Supporting and enhancing the mission of the College, the mission of the School of Education and the Professional Education Unit is to facilitate the development of competent, caring, qualified educators. To this end, this dual certification program, as all of our programs, was developed and guided by the School of Education's Leading Urban Transformative Education (LUTE) conceptual framework. As indicated in the LUTE and embodied once again in this new dual certificate program in literacy and special education, our School's mission is to sustain an Urban Education program of the highest quality and to contribute to the shaping of a democratic society motivated toward social justice. This involves:

- Preparing effective teachers and counselors for a wide variety of settings;
- Exploring and addressing, through research, scholarship, and service, the challenges of urban education;
- Collaborating with families and schools, as well as with local, national and international professional organizations to improve the state and status of education;
- Empowering students to see their role in promoting justice, equity, and caring.

- c) Describe the role of faculty in the program's design.

Three faculty members in literacy and special education in the department of Counseling, Leadership, Literacy, and Special Education collaborated in the design of the program, provided valuable feedback about the proposed design at initial stage, and put together relevant coursework and clinical experiences for candidates in the program.

- d) Describe the input by external partners, if any (e.g., employers and institutions offering further education, P-12 schools).

NA.

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

Approximately 20 candidates each year in the next 5 years.

2. Sample Program Schedule

- a) Complete **Table 1a** (for undergraduate programs) or **Table 1b** (for graduate programs).
- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
- b) Please indicate hours of instruction and supplementary assignments per semester hour of credit:
- Hours of instruction per semester hour of credit:
 - Hours of supplementary assignments per semester hour of credit:
- c) For master's degree programs, identify any research or a comparable occupational or

professional experience component(s) (e.g., passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project), including course number if applicable:

3. Faculty

- a) Complete the faculty table (**Table 2**) that describe full-time faculty, part-time faculty, and/or faculty to be hired, as applicable. Faculty curricula vitae should be provided upon request.
- b) What is the institution's definition of "full-time" faculty?

A tenured or tenure-track full-time faculty member has a 21-credit teaching load (for tenure-track faculty). A full time substitute assistant professor carries 24 credits, while a substitute instructor carries 27 credits.

- c) If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus.

4. Financial Resources and Instructional Facilities

- a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

Like all Lehman students, candidates to this program have access to a state-of-the-art academic Information Technology Center (ITC) and Multimedia Center with workshops on the use of technology for supporting classroom learning. Lehman classrooms may be equipped with Smartboards and/or projectors, or professors can make use of a mobile projection system. Many classes are held partly online via Blackboard, which students can access at the ITC or via laptops in "hotspots" around campus. The School and Department have access to cameras for recording and analyzing teaching episodes.

- b) Complete the new resources table (**Table 3**).

No new resources are required for this new dual certificate program.

5. Library Resources

- 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.

Lehman's Library has many books available electronically, and many research resources, such as peer-reviewed journal articles, are accessible digitally from home. In addition, Lehman students have access to all CUNY library books via interlibrary loans.

- b) Describe the institution's response to identified needs and its plan for library development.

6. Academic Support Services: Summarize the academic support services available to help students succeed in the program.

Students in this program will receive the same academic support services available to all Lehman students, including the Academic Support Center for Excellence (ACE), Disability Services, the Counseling Center, the Library, and the Academic Computing Center, where classes, tutorials, and one-on-one assistance are available.

7. Admissions

- a) List program admission 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.
- b) If the proposed program leads to a **literacy** certificate, please check that the program meets the following requirement:

___ **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.**

Please see the Admission Requirements listed in section (a) above.

Section III. Curriculum

- 1. General education core in the liberal arts and sciences.** Describe how the program ensures that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

Note: The general education core requirements are not applicable to programs leading **exclusively** to extensions/annotations.

Applicants for this dual certificate program are required to have a Bachelor's degree in liberal arts and sciences and possess an initial certification in childhood education. Therefore, the candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences.

2. Content core.

Note: The content core requirements are not applicable to programs leading **exclusively** to extensions/annotations.

- a) List the liberal arts and sciences majors or concentrations that meet the content core requirements.
- 1) If the majors or concentrations are part of an approved program, please indicate the program codes:

From the College's existing programs, the BAs in African American Studies, Art History, Comparative Literature, English Literature, History, Italian-American Studies, Latin American & Caribbean Studies, Puerto Rican Studies, and Sociology (SED program codes 31965, 25030, 02640, 25935, 31964, 25931, 25932, 25933, and 25934).

- 2) If these are new majors or concentrations, please provide syllabi for the courses and include faculty in the faculty table. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

NA.

- 3) If the proposed program leads to **Teaching Students with Disabilities 7-12 Subject Extensions**, please 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 certificate sought. For social studies, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

NA.

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

See the answer to question 1 in this section. In addition, candidates are required to complete a pedagogical core and clinical experience in inclusive classroom settings.

- c) If the proposed program leads to **Teaching Students with Disabilities 7-12 Generalist** certificate, in addition to responding to a) (list the liberal arts and sciences majors or concentrations that meet the content core requirements) and b) (indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards), please indicate how the program meets the following requirement:

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;

NA.

3. Pedagogical core

a) Coursework.

- 1) In the Program Chart for Pedagogical Core Courses (Program Chart), list all pedagogical courses in the proposed program.
- 2) At the end of the application, attach a description of each existing pedagogical course for this program as it appears in the college catalog.
- 3) For new courses, please provide course syllabi. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.
- 4) When a course has been identified as meeting the general/program-specific requirement(s) of the pedagogical core, the course description language must reflect the alignment.

The Program Chart is designed for a program leading to a single certificate or multiple certificates. See example on Program Chart for an inclusive childhood education program leading to childhood 1-6 (Cert Code: 02) and teaching students with disabilities 1-6 (Cert Code: 06). Please use the following steps as a guide to completing the Program Chart.

Step 1: In the first column, list each pedagogical course by course number, title, number of credits, required (R) or elective (E), and instructor(s)/status (full-time or part-time) (see example on Program Chart);

Step 2: Use the Certification Area Code list immediately below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for childhood education and teaching student with disabilities certification, mark 02 and 06 in the Cert Code columns (see example on Program Chart). Add the Cert Code columns as needed.

Certification Area Code

- | | |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01. <u>Early Childhood Education</u> | 13. <u>Teaching the Career Field</u> |
| 02. <u>Childhood Education</u> | 14. <u>Teaching a Specific Career and Technical Subject</u> |
| 03. <u>Middle Childhood Education</u> | 15. <u>Library Media Specialist</u> |
| 04. <u>Adolescence Education</u> | 16. <u>Educational Technology Specialist</u> |
| 05. <u>Teaching a Special Subject</u> | 17. <u>Bilingual Education Extensions*</u> |
| 06. <u>Teaching Students with Disabilities in Early Childhood and Childhood</u> | 18. <u>Bilingual Education Extensions**</u> |
| 07. <u>Teaching Students with Disabilities 7-12 Generalist</u> | 19. <u>Grades 5 and 6 Extensions</u> |
| 08. <u>Teaching Students Who are Deaf or Hard-of-Hearing</u> | 20. <u>Grades 7 through 9 Extensions</u> |
| 09. <u>Teaching Students Who are Blind or Visually Impaired</u> | 21. <u>Gifted Education Extensions</u> |
| 10. <u>Teaching Students with Speech and Language Disabilities</u> | 22. <u>Coordination of Work-based Learning Programs Extensions</u> |
| 11. <u>Teaching English to Speakers of Other Languages</u> | 23. <u>Teaching Students with Disabilities Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; Language other than English in either (grades 5-9) or (grades 7 through 12)</u> |
| 12. <u>Literacy</u> | 24. <u>Teaching Students with Severe or Multiple Disabilities Annotations</u> |

* *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: Identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns (see example on Program Chart). The general and program-specific requirements can be found by clicking on the link to each certification area.

Program Chart for Pedagogical Core Courses

Example:

Course Number and Title	Credit	R/E	Instructor(s)/Status ¹	Pedagogical Core Requirements (PCR) Addressed				
				General PCR ²	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods	3	R	J. Smith/FT					

Course Number and Title	Credit	R/E	Instructor(s)/Status ¹	Pedagogical Core Requirements (PCR) Addressed				
				General PCR ²	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDR702: Language and Literacy Acquisition and Development in Children	3	R	M. ZUSS	I,ii,iv,viii,xi,xii			I,iii	
EDR712: Instructional Approaches for Language and Literacy Development for the Diverse Learner in Early Childhood and Childhood Education.	3	R	D. BEHAN	iv,v,vi			I,ii,iii	
EDR722: Assessing and Evaluating Language and Literacy Development in Childhood and Early Childhood Education	3	R	G. QIAN	Vii,ix,			I,ii,iii	
EDR 752: Teaching Comprehensive Strategies in Literacy through Children's Literature for the Diverse Learner in Early Childhood and Childhood Education	3	R	L. PINHASI-VITTORIO	iv,v,vi			I,iii	
EDR767 Project Seminar: Research Part I	3	R	PINHASI-VITTOR, OR ZUSS	I,ii,iv,viii			I,iii	
EDR768: Project Seminar: Research Part II	3	R	PINHASI-VITTOR, OR ZUSS	I,ii,iv,viii			I,iii	

Course Number and Title	Credit	R/E	Instructor(s)/Status ¹	Pedagogical Core Requirements (PCR) Addressed				
				General PCR ²	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDS701: Understanding Individuals with Disabilities	3	R	M. Rodriguez/FT	i,iii,viii,x,xi	i	i,ii,ix		
EDS 743: Behavioral Assessment, Management, and Change	3	R	D. Magaldi-Dopman/FT	ii,iii,vii,xii	i,ii	iii,v,xi		
EDS 709: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities in Inclusive Settings	3	R	B. Gottlieb/FT	iv,v,vi	i,ii	vi,x,xi		
EDS 741: Psycho-educational Evaluation of Children with Learning Problems	3	R	B. Gottlieb/FT	iii,vii,viii	i,ii	iv,viii,ix,xi		

¹Indicate whether the instructor is full-time (FT) or part-time (PT).

²Based on regulations, general pedagogical core requirements are applicable to all programs with exception of 1) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and 2) programs leading exclusively to extensions/annotations.

b) Field experiences and student teaching.

I. List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours
EDS701:	Understanding Individuals with Disabilities	M. Rodriguez/FT	B-12	15
EDS 709:	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities in Inclusive Settings	B. Gottlieb/FT	B-2	15
EDS 741:	Psycho-educational Evaluation of Children with Learning Problems.	B. Gottlieb/FT	B-12	15

*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.

II. List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
EDR731	Practicum in Fostering Language and Literacy Development in Early	A. Palmieri	B-6	90 HOURS

	Childhood and Childhood Education			
EDS 719	Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings	V. Madho/PT	B-2	70 Days

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

c) Please check that the field experiences, student teaching and practica meet the following regulatory requirements:

The field experiences, student teaching and practica shall:

be 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;

be 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

provide 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.

Cr: credits LAS: liberal arts & sciences Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Existing Courses Descriptions:

Courses in Literacy Studies (12 Credits)

EDR 702 Language and Literacy Acquisition and Development in Children. 3 hours, 3 credits. Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ: Permission of the coordinator.

EDR 712 Instructional Approaches for Language and Literacy Development for the Diverse Learner in Early Childhood and Childhood Education. 3 hours, 3 credits. Instructional approaches appropriate for language and literacy development in early childhood and childhood education based upon current research. Examination, design, and organization of culturally and linguistically relevant instructional practices, strategies, and materials for literacy development of children with varying developmental abilities during early childhood and childhood education. Emphasis on grade-level curriculum design to meet the current expectations outlined in the Common Core State Standards for English language arts and literacy. PREREQ or COREQ: EDR 702 or permission of the coordinator.

EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood and Early Childhood Education. 3 hours, 3 credits. 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. PREREQ: EDR 702 and EDR 712, or permission of the coordinator.

EDR 752 Teaching Comprehensive Strategies in Literacy through Children's Literature for the Diverse Learner in Early Childhood and Childhood Education. 3 hours, 3 credits Emphasis on comprehensive strategies in literacy, using different genres of children's literature, and that facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Focus on critical thinking skills, open-ended discussion and analysis of the range of reading and text complexities of fiction and non-fiction children's literature, aligned with the Common Core State Standards. PREREQ: Permission of the coordinator.

Literacy Practicum (6 Credits)

EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education. 90 hours, 6 credits (summer session only). Assessment and evaluation of literacy development in early childhood and childhood education. Planning and implementing programs for children of varying developmental abilities and from diverse linguistic and cultural backgrounds. Case studies done under supervision. PREREQ: EDR 721 or EDR 722 (with a grade of B or better) and/or permission of the coordinator.

Special Education Courses (12 Credits)

EDS 701 Understanding Individuals with Disabilities. 3 hours, 3 credits. This introductory course studies mild, moderate, and severe disability conditions that affect individuals across the lifespan. Included are: historical foundations, key legislation governing education and habilitation of individuals with disabilities, etiology and comorbidity, assistive technologies, school-based programming, parent advocacy and collaborative work with families, impact of cultural and linguistic diversity on identification and classification, and

transition to independent living and provision of services across the lifespan. (15 fieldwork hours required.) PREREQ: Permission of the adviser.

EDS 709 Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities. 3 hours, 3 credits. Curriculum and instructional practices for use with childhood students with disabilities, including: curriculum standards; designing appropriate learning programs and environments; developing strategies for teaching content area skills; developing social skills programs; collaborative teaching techniques; and the use of informal checklists in the development of I.E.P. goals and objectives. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and for monitoring student progress will be incorporated throughout the course. (15 practicum teaching hours required.)

EDS741 Psycho-educational Evaluation of Children with Learning Problems. 3 hours, 3 credits. Theoretical bases of testing and techniques underlying psycho-educational evaluation of children with learning and behavior problems. Issues of standardized, informal, observational, computer-based, curriculum, and portfolio assessment will be addressed. Special attention will be placed on the impact of culture, language, and gender on testing. In a practicum setting, students will administer tests and score, interpret, and share results with parents, teachers, and other professionals. Issues of advocacy and self-advocacy will be addressed. (15 hours practicum at the developmental level of study required.) PREREQ of the adviser.

EDS 743 Behavioral assessment Management and Change. 3 hours, 3 credits. The study of theories and techniques for managing the behavior of students with disabilities and for promoting development of positive social interaction skills. Specific applications of a variety of techniques for behavior management across home, school, and community settings with an emphasis on collaboration. PREREQ: permission of the adviser.

Student Teaching in Special Education (6 credits)

EDS 719 Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings. 90 hours, 6 credits. Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in collaborative and/or specialized educational settings. Supervised Practicum Teaching at the developmental level of study required. PREREQ: EDS 701, EDS 704 or EDS 709, EDS 741, EDS 743, and permission of the adviser.

Project Seminar (6 credits)

EDR 767 Project Seminar Research on Literacy I. 3 hours, 3 credits each. Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study. (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator *Students in the dual certification program must complete: EDR 702; EDR 712; EDR 722, EDS701, EDS709, EDS741, and EDS743)

EDR 768 Project Seminar Research on Literacy II. 3 hours, 3 credits each. Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator *Students in the dual certification program must complete: EDR 702; EDR 712; EDR 722, EDS701, EDS709, EDS741, and EDS743)

Table 2: Faculty

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

Faculty Member Name and Title (include and identify Program Director)	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) to be Taught	Faculty Status (full-time/part-time to be hired)	Percent Time to Program
Example: Jonathan Smith, Assistant Professor	Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	Example: special education N-12 certificate	Example: EDU 301: Teaching Students with Disabilities	Example: Full-time	Example: 60%
Danielle Magaldi-Dopman, Assistant Professor	Ph.D. in Counseling Psychology, Fordham University	Licensed and Certified Occupational Therapist, New York State, Certified Trauma Counselor	EDS743 Behavioral Assessment, Management, and Change	Full-time	10%
Maria Victoria Rodriguez, Associate Professor, Program Coordinator of Special Education in Early Childhood	Ed. D. in Early Childhood Special Education/Bilingual Teachers College, Columbia University	Permanent New York State Certification K-6, with bilingual extension. Clinical supervision K-6.	EDS701: Understanding Individuals with Disabilities;	Full-time	10%
Barbara Gottlieb, Professor, Program Coordinator of Special Education in Childhood and Adolescence Education	Ed.D. Educational Psychology, Northern Illinois University, DeKalb, IL.	New York State Psychologist, Reading Specialist, Elementary School Teacher	EDS 709: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities in Inclusive Settings. EDS 741: Psycho-	Full-time	25%

Faculty Member Name and Title (include and identify Program Director)	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses, professional experience, scholarly contributions, etc.	Program Courses (Course Number and Title) to be Taught	Faculty Status (full-time/part-time/to-be hired)	Percent Time to Program
Patricia West, Adjunct Lecturer	M.S. Administration & Supervision, Long Island University, M.S. Special Education, Lehman College, M.S. Reading, Lehman College	Principal, District Nine, Assistant Principal, Placement Officer District Ten, District Administrator - District Nine, Bilingual Special Education Teacher	educational Evaluation of Children with Learning Problems	Part-time	10%
Vevekanand Madho, Adjunct Assistant Professor	Ph.D Special education, Teachers College, Columbia University, MPhil, MSED., M.Ed., Bed., B.A.	Middle School-Teacher of Special Ed., New York City Board of Education (Region 1) Asst. Professor, College of Mount Saint Vincent, Riverdale, New York Therapist- All About Kids	EDS 710: Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities in Inclusive Settings EDS 708: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities.	Part-time	10%
Mark Zuss Associate Professor	Ph.D. Developmental Psychology, Graduate and University Center, City University of New York; M.S. Hunter College, CUNY.	Adult Basic Education Instructor; GED Instructor for returning High School Programs and veterans, author of two texts, the first on 'life-writing' with Peter Lang, the second, on the practice of critical curiosity, with Springer (2012).	EDR 702-703: Language and Literacy Acquisition and Development in Children, EDR 767: Project Seminar :Research in Literacy I EDR 768: Project Seminar :Research in Literacy II	Full-time	100%
Limor Pinhasi-Vittorio Associate Professor Coordinator of the graduate Literacy Program	Ph.D Literacy Studies Hofstra University, Hempstead, NY M.A Special Education, New York University	New York State and New York City Teaching Certification in Special Education K-12	EDR 752: Literacy-based Literature Program in Childhood and Early Childhood Education EDR767: Project Seminar Research	Full-time	100%

Faculty Member Name and Title (include and identify Program Director)	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses, professional experience, scholarly contributions, etc.	Program Courses (Course Number and Title) to be Taught	Faculty Status (full-time/part-time/to-be-hired)	Percent Time to Program
Gaoyin Qian Professor Assistant Dean School of Education	Ph.D. in Reading Education, University of Georgia	Qian, G., Gningue, S., Jones, L., & Kelly, A. (2009-2013). Mathematics and Science Teacher Education Recruitment (MASTER) Program at Lehman College. Grant funded by the National Science Foundation Robert Noyce Teacher Scholarship Program (48 month project, \$749,988). Associate Editor of Reading and Writing Quarterly (2010); Doctoral Faculty of the Graduate School and University Center's Ph.D. Programs in Educational Psychology and Urban Education. 1. teaching English as a foreign language in high school; 2. co-principal investigator in Region 1 schools	Part I EDR768: Project Seminar: Research Part II	Full-time	10%
Diana Behan Adjunct	Master of Science in Education – Literacy: Lehman College-CUNY Master of Divinity: Louisville Theological Seminary, BA Maryville College	National Board Certified Teacher- Literacy New York State Permanent Teaching License K-12 Reading Literacy Coach NYC DOE Teacher	EDR712: Instructional Approaches for Language and Literacy Development Childhood Education	Part-time	10%
Ann Palmieri	Master of Science in Education – Literacy: Lehman College-CUNY Master of Science in Education – Guidance counseling: Lehman	New York State Permanent Teaching License K-12 Reading Literacy Coach NYC DOE Teacher	EDR 731: Practicum in Fostering Language and Literacy Development in Early	Part-time	10%

Faculty Member Name and Title (include and identify Program Director)	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) to be Taught	Faculty Status (full-time/part-time/to-be-hired)	Percent Time to Program
	College-CUNY		Childhood and		

Table 3: New Resources N/A

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.

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

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

Department of Counseling, Leadership, Literacy, and Special Education

Request for Registration
Of New Dual Certification Program

Program title: M.S.Ed Program in Literacy and Special Education: Dual Certification in Literacy, birth-6 and Special Education, 1- 6

Credits: 42

Program Code: TBD

Proposed HEGIS CODE: TBD

1. Type of change: New Dual Certification Program

Resolved, that in addition to the College's Literacy Teacher, Birth-6th grade and Grades 5-12 M.S.in ED (25809, 25806), a new 42-credit program for Literacy, Birth-Grade 6, and Special Education, Grades 1- 6, leading to Professional certification in Literacy (B-6) and Initial certification in Teaching Students with Disabilities (1-6) be established, effective Fall 2013.

2. From: N/A

3. To: 42 Credit Dual Certification Program in Literacy and Special Education, birth-grade 6

The dual certification program is designed for teachers who already possess an Initial certification in childhood education. This 42-credit program will lead to Professional certification in Literacy, Birth-Grade 6 and Initial certification in Teaching Students with Disabilities, Grades 1- 6. The dual certification program will prepare qualified candidates to acquire the knowledge, skills, expertise, and dispositions to teach literacy skills to different type of learners, particularly developing proficiencies in teaching literacy to students with disabilities.

Admission Requirements:

- Initial or provisional certification in 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.

Program of Study: The program of study will consist of course work and clinical practice in both Literacy Studies and Special Education, which include: a) 12 credits of literacy courses focusing on the foundations, instruction, and assessments; b) 6 credits of practicum courses in Literacy Studies; c) 12 credits of Special Education courses focusing on the foundations instruction, and psychological assessments; d) 6 credits of student teaching in Special Education; and e) 6 credits of project seminar. A maximum of 6 credits may be transferred if candidates have equivalent graduate courses and educational experiences. The transfer of the credits is subject to the approval by the coordinator of the Literacy Studies program.

Existing Courses Descriptions:

Courses in Literacy Studies (12 Credits)

EDR 702 *Language and Literacy Acquisition and Development in Children. 3 hours, 3 credits.* Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ: Permission of the coordinator.

EDR 712 *Instructional Approaches for Language and Literacy Development for the Diverse Learner in Early Childhood and Childhood Education. 3 hours, 3 credits.* Instructional approaches appropriate for language and literacy development in early childhood and childhood education based upon current research. Examination, selection, design, and organization of culturally and linguistically relevant instructional practices, strategies, and materials for literacy development of children with varying developmental abilities during early childhood and childhood education. Emphasis on grade-level curriculum design to meet the current expectations outlined in the Common Core State Standards for English language arts and literacy. PREREQ or COREQ: EDR 702 or permission of the coordinator.

EDR 722 *Assessing and Evaluating Language and Literacy Development in Childhood and Early Childhood Education. 3 hours, 3 credits.* 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. PREREQ: EDR 702 and EDR 712 or permission of the coordinator.

EDR 752 *Teaching Comprehensive Strategies in Literacy through Children's Literature for the Diverse Learner in Early Childhood and Childhood Education. 3 hours, 3 credits* Emphasis on comprehensive strategies in literacy, using different genres of children's literature, and that facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Focus on critical thinking skills, open-ended discussion and analysis of the range of reading and text complexities of fiction and non-fiction children's literature, aligned with the Common Core State Standards. PREREQ: Permission of the coordinator.

Literacy Practicum (6 Credits)

EDR 731 *Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education. 90 hours, 6 credits (summer session only).* Assessment and evaluation of literacy development in early childhood and childhood education. Planning and implementing programs for children of varying developmental abilities and from diverse linguistic and cultural backgrounds. Case studies done under supervision. PREREQ: EDR 721 or EDR 722 (with a grade of B or better) and/or permission of the coordinator.

Special Education Courses (12 Credits)

EDS 701 *Understanding Individuals with Disabilities. 3 hours, 3 credits.* This introductory course studies mild, moderate, and severe disability conditions that affect individuals across the lifespan. Included are: historical foundations, key legislation governing education and habilitation of individuals with disabilities, etiology and comorbidity, assistive technologies, school-based programming, parent advocacy and collaborative work with families, impact of cultural and linguistic diversity on identification and classification, and transition to independent living and provision of services across the lifespan. (15 fieldwork hours required.) PREREQ: Permission of the adviser.

EDS 709 *Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities. 3 hours, 3 credits.* Curriculum and instructional practices for use with childhood students with disabilities, including: curriculum standards; designing appropriate learning programs and environments; developing strategies for teaching content area skills; developing social skills programs; collaborative teaching techniques; and the use of informal checklists in the development of I.E.P. goals and objectives. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and for monitoring student progress will be incorporated throughout the course. (15 practicum teaching hours required.)

EDS741 *Psycho-educational Evaluation of Children with Learning Problems.* 3 hours, 3 credits. Theoretical bases of testing and techniques underlying psycho-educational evaluation of children with learning and behavior problems. Issues of standardized, informal, observational, computer-based, curriculum, and portfolio assessment will be addressed. Special attention will be placed on the impact of culture, language, and gender on testing. In a practicum setting, students will administer tests and score, interpret, and share results with parents, teachers, and other professionals. Issues of advocacy and self-advocacy will be addressed. (15 hours practicum at the developmental level of study required.) PREREQ of the adviser.

EDS 743 *Behavioral assessment Management and Change.* 3 hours, 3 credits. The study of theories and techniques for managing the behavior of students with disabilities and for promoting development of positive social interaction skills. Specific applications of a variety of techniques for behavior management across home, school, and community settings with an emphasis on collaboration. PREREQ: permission of the adviser.

Student Teaching in Special Education (6 credits)

EDS 719 *Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings.* 90 hours, 6 credits. Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in collaborative and/or specialized educational settings. Supervised Practicum Teaching at the developmental level of study required. PREREQ: EDS 701, EDS 704 or EDS 709, EDS 741, EDS 743, and permission of the adviser.

Project Seminar (6 credits)

EDR 767 *Project Seminar Research on Literacy I.* 3 hours, 3 credits each. Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study. (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator *Students in the dual certification program must complete: EDR 702; EDR 712; EDR 722, EDS701, EDS709, EDS741, and EDS743)

EDR 768 *Project Seminar Research on Literacy II.* 3 hours, 3 credits each. Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator *Students in the dual certification program must complete: EDR 702; EDR 712; EDR 722, EDS701, EDS709, EDS741, and EDS743)

4. Rationale:

The dual certification program will address the needs of teaching literacy to students with learning difficulties as well as students with disabilities. This new dual certification will offer unique experiences to the candidates in developing their proficiencies in teaching literacy to a broader spectrum of students including students with learning disabilities and language difficulties.

5. Date of department approval: 2/20/2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course description and prerequisites
2. **From:** EDR 767 Project Seminar Research on Literacy I. *3 hours, 3 credits each.* Formulation of a significant project related to literacy development in school, home, or community settings. Definition, design, methods, and implementation of study. PREREQ: 18 credits in program (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator.
3. **To:** EDR 767 Project Seminar Research on Literacy I. *3 hours, 3 credits each.* *hours, 3 credits each* Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study. PREREQ: 18 credits in program (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator. *Students in the dual certification program must complete: EDR 702, EDR 712, EDR 722, EDS701, EDS709, EDS741, and EDS743).
4. **Rationale (Please explain how this change will impact learning goal and objectives of the department and Major/Program):** These changes in the research seminar are made to address the needs of students with disabilities and to keep a balance of covering educational topics in both literacy and special education. Adding the dual certification prerequisites allows candidates to develop proficiencies in teaching literacy to students with language difficulties and learning disabilities.
5. **Date of departmental approval:** 2/20/2013

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

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course description and prerequisites
2. **From:** EDR 768 Project Seminar Research on Literacy II. *3 hours, 3 credits each.* Formulation of a significant project related to literacy development in school, home, or community settings. Definition, design, methods, and implementation of study. PREREQ: 18 credits in program (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator.
3. **To:** EDR 768 Project Seminar Research on Literacy II. *3 hours, 3 credits each.* Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study. PREREQ: 18 credits in program (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator *Students in the dual certification program must complete: EDR 702, EDR 712, EDR 722, EDS701, EDS709, EDS741, and EDS743).
4. **Rationale (Please explain how this change will impact learning goal and objectives of the department and Major/Program):** These changes in the research seminar are made to address the needs of students with disabilities and to keep a balance of covering educational topics in both literacy and special education. Adding the dual certification prerequisites allows candidates to develop proficiencies in teaching literacy to students with language difficulties and learning disabilities.
5. **Date of departmental approval:** 2/20/2013

LEHMAN COLLEGE
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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:** EDR 712 Instructional Approaches for Language and Literacy Development [in Childhood and Early Childhood Education.] *3 hours, 3 credits.* Instructional approaches appropriate for language and literacy development in childhood education based upon current research. Examination, selection, design, and organization of culturally and linguistically relevant instructional practices, strategies, and materials for literacy development of children with varying developmental abilities during childhood education. PREREQ or COREQ: EDR 702 or permission of the coordinator.
3. **To:** EDR 712 Instructional Approaches for Language and Literacy Development for the Diverse Learner in Early Childhood and Childhood Education . *3 hours, 3 credits.* Instructional approaches appropriate for language and literacy development in early childhood and childhood education based upon current research. Examination, selection, design, and organization of culturally and linguistically relevant instructional practices, strategies, and materials for literacy development of children with varying developmental abilities during early childhood and childhood education. Emphasis on grade-level curriculum design to meet the current expectations outlined in the Common Core State Standards for English language arts and literacy. PREREQ or COREQ: EDR 702 or permission of the coordinator.
4. **Rationale (Please explain how this change will impact learning goal and objectives of the department and Major/Program):** The changes made in the title of the course more accurately reflect that the course addresses the needs of diverse learners in the school community. The changes made in the course description are made to meet the newly adopted New York State Common Core Standards.
5. **Date of departmental approval:** 3/6/2013

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

CURRICULUM CHANGE

1. **Type of Change:** Course title and description
2. **From:** EDR 752 [Literacy-based Literature Program in Childhood and Early Childhood Education.] *3 hours, 3 credits.* [Examination of research on literature-based literacy programs in childhood education.] Emphasis on [programs] that facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ: Permission of the coordinator.
3. **To:** EDR 752 Teaching Comprehensive Strategies in Literacy through Children's Literature for the Diverse Learner in Early Childhood and Childhood Education. 3 hours, 3 credits Emphasis on comprehensive strategies in literacy, using different genres of children's literature, that facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Focus on critical thinking skills, open-ended discussion and analysis of the range of reading and text complexities of fiction and non-fiction children's literature, aligned with the Common Core State Standards. PREREQ: Permission of the coordinator.
4. **Rationale (Please explain how this change will impact learning goal and objectives of the department and Major/Program):** The changes made to the title of the course more accurately reflect that the course addresses the needs of diverse learners in the school community. The changes made in the course description are made to meet the newly adopted New York State Common Core Standards.
5. **Date of departmental approval:** 3/6/2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **Course Description:** **MSP 767: Assessing Public School Instrumental Music Through Conducting.** *3 hours, 3 credits.* Systematic survey of public school instrumental music programs through the topical lens of conducting a concert band. Study of conducting and the teaching of conducting, with attention to technique, instructional methodology, knowledge of classical and new musical literature, and ensemble performance and development.

3. **Rationale:** MSP 767 provides an unparalleled opportunity for musicians and music educators to broaden their knowledge of the literature and methodologies appropriate to conducting and the teaching of conducting in the context of the public school concert band. The course's academic focus on methodology, planning, and assessment of goals exists side-by-side, with the opportunity it offers for laboratory performance.

4. **Learning Objectives:**
 - Develop and enhance basic/advanced conducting techniques.
 - Select and conduct musical material appropriate to school needs, drawing on classical literature as well as new selections for smaller ensembles and band.
 - Assess varieties of band music through hands-on ensemble performance (intra- and extra-mural), both as a conductor and as an instrumentalist being conducted.
 - Develop networking skills to get a broader perspective of performance practice and successful literature used in the public school instrumental music programs.
 - Identify annual, biannual, and triennial goals for skills development in individual instruments (primary and secondary), as well as in ensemble playing and conducting.
 - Analyze and apply different teaching styles.
 - Identify, assess, and resolve problems encountered in teaching instrumental and band classes in the public schools.
 - Develop assessment methods and procedures to plan and evaluate the growth of instrumentalists, ensembles, and conductors.

5. **Date of Music Departmental approval:** February 21, 2012

Attachment III
Undergraduate Curriculum
Committee
Report-
33 pages

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

COMPARATIVE LITERATURE (INTERDEPARTMENTAL)

CURRICULUM CHANGE

Hegis # 1503.00

Program Code 02640 (Comparative Literature Teacher Education) and 33951
(Comparative Literature)

1. **Type of change:** Degree Requirements

2. **From:** Comparative Literature

30-31 Credit Major in Comparative Literature, B.A.

The required credits are distributed as follows:

Credits (30-31)

- 9 In foundation courses: In order to gain a shared background in Western and non-Western literary classics, all students must select one of two linked pairs of foundation courses, and IDW 213. The first pair is organized by historical periods and consists of IDW (CLT) 211 and 212. The alternate pair is organized by literary genre and consists of ENG 347 and 348. For course descriptions, see the descriptions later in this Bulletin under English and World Classics.
- 3-4 Introduction to Literary Studies: The student must take one of the following courses on the methods of literary study: ENG [303], SPA 300, FRE 300, or ITA 300. Students should select a course directly relevant to the advanced literature courses chosen in the 9-credit section below. For example, students planning to take 300- or 400-level courses in English Literature and Spanish Literature should take either ENG [303] or SPA 300 to satisfy this requirement.
- 6 In language courses: The two courses may be chosen from:
- SPV 246: Introduction to Linguistics
- ENG 304: The Structure of Modern English Comparative Grammar:
- English-French FRE 310
- English-Italian ITA 310

English-Portuguese POR 310
English-Spanish SPA 310

English-German GER 310

English-Russian RUS 310

English-Japanese JAL 310

- 9 Elective Courses: The three courses must be chosen from advanced 300-400-level literature courses read in the original language. These courses must be in no more than two languages. Students should select courses that enable them to concentrate on a particular historical period (e.g., the nineteenth century), a literary genre (e.g., the novel), or a geographical area (the Caribbean, Latin America, etc.). Honors students must take CLT 481 as one of their three elective courses. For students minoring in Early Childhood and Childhood Education, one of these elective courses must deal with children's literature.

- 3 Seminar: CLT 360

Requirements for the Minor in Comparative Literature (12 Credits)

The minor in Comparative Literature allows a student to build an interdisciplinary concentration of courses focused on a specific historical period, literary genre, or geographical area. Literature majors may use the minor to study works in a second language read in the original language or in translation, or to enrich their study of literature in their major by adding relevant courses from participating departments and programs, such as African and African American Studies, Anthropology, History, Philosophy, Theatre, or Women's Studies. Literature majors are encouraged to take ENG 306: Literary Criticism. Non-literature majors may use the minor as a way of studying literature, read in the original language or in translation, from both literary and interdisciplinary perspectives. Non-literature majors are encouraged to take IDW (CLT) 211 and 212, or ENG 347 and 348. To satisfy requirements for the Comparative Literature minor, students must complete four courses (12 credits) selected from the participating departments and programs, two at the 200 level or above, and two at the 300 level or above. At least two of these courses (including one course above the 200 level) must be literature courses. The minor must include works from more than one national literature. Courses should be selected to allow concentration on a specific historical period, literary genre, or geographical area. One course may be from the student's major department, but the credits must be separate from credits counted for the major. Each student's plan of study must be approved by a Comparative Literature adviser.

Honors in Comparative Literature

Honors in Comparative Literature may be conferred on a student who has satisfied the College's requirement for departmental honors at the time of graduation and has completed CLT 481: Honors Tutorial.

3. To: Comparative Literature

30-31 Credit Major in Comparative Literature, B.A.

The required credits are distributed as follows:

Credits (30-31)

- 9 In foundation courses: In order to gain a shared background in Western and non-Western literary classics, all students must select one of two linked pairs of foundation courses, and IDW 213. The first pair is organized by historical periods and consists of IDW (CLT) 211 and 212. The alternate pair is organized by literary genre and consists of ENG 347 and 348. For course descriptions, see the descriptions later in this Bulletin under English and World Classics.
- 3-4 Introduction to Literary Studies: The student must take one of the following courses on the methods of literary study: ENG 300, SPA 300, FRE 300, IRI 300, or ITA 300. Students should select a course directly relevant to the advanced literature courses chosen in the 9-credit section below. For example, students planning to take 300- or 400-level courses in English Literature and Spanish Literature should take either ENG 300 or SPA 300 to satisfy this requirement.
- 6 In language courses: The two courses may be chosen from:
- SPV 246: Introduction to Linguistics
- ENG 304: The Structure of Modern English Comparative Grammar:
- English-French FRE 310
- English-Italian ITA 310
- English-Portuguese POR 310
English-Spanish SPA 310
- English-German GER 310
- English-Russian RUS 310
- English-Japanese JAL 310
- English-Irish IRI 3100

- 9 **Elective Courses:** The three courses must be chosen from advanced 300-400-level literature courses read in the original language. These courses must be in no more than two languages. Students should select courses that enable them to concentrate on a particular historical period (e.g., the nineteenth century), a literary genre (e.g., the novel), or a geographical area (the Caribbean, Latin America, etc.). Honors students must take CLT 481 as one of their three elective courses. For students minoring in Early Childhood and Childhood Education, one of these elective courses must deal with children's literature.
- 3 **Seminar:** CLT 360

Requirements for the Minor in Comparative Literature (12 Credits)

The minor in Comparative Literature allows a student to build an interdisciplinary concentration of courses focused on a specific historical period, literary genre, or geographical area. Literature majors may use the minor to study works in a second language read in the original language or in translation, or to enrich their study of literature in their major by adding relevant courses from participating departments and programs, such as African and African American Studies, Anthropology, History, Philosophy, Theatre, or Women's Studies. Literature majors are encouraged to take ENG 306: Literary Criticism. Non-literature majors may use the minor as a way of studying literature, read in the original language or in translation, from both literary and interdisciplinary perspectives. Non-literature majors are encouraged to take IDW (CLT) 211 and 212, or ENG 347 and 348. To satisfy requirements for the Comparative Literature minor, students must complete four courses (12 credits) selected from the participating departments and programs, two at the 200 level or above, and two at the 300 level or above. At least two of these courses (including one course above the 200 level) must be literature courses. The minor must include works from more than one national literature. Courses should be selected to allow concentration on a specific historical period, literary genre, or geographical area. One course may be from the student's major department, but the credits must be separate from credits counted for the major. Each student's plan of study must be approved by a Comparative Literature adviser.

Honors in Comparative Literature

Honors in Comparative Literature may be conferred on a student who has satisfied the College's requirement for departmental honors at the time of graduation and has completed CLT 481: Honors Tutorial.

4. Rationale: Subsequent to the establishment of the Comparative Literature degree at Lehman College, the Lehman College Senate has approved eleven 300-level courses in Irish in the past few years. All of these courses have been offered at least once, either under their approved code or as tutorials. Despite the now significant presence of Irish language and literature in the College's undergraduate curriculum,

there is at present no BA offered in Irish at Lehman College or any other CUNY campus, and it is not expected that the CUNY Board of Trustees will approve such a proposal in the near future. Including Irish in the list of Comparative Literature courses will attract a number of intermediate and advanced Irish language students to the Comparative Literature major, providing them with the opportunity for a degree that includes their chosen field of study.

Irish 3100 (Comparative Grammar) is a new course that gives students the opportunity to compare the grammars of Irish (a Celtic language) and English (a Germanic language). It will permit students majoring in Comparative Literature to take a course similar to that offered for other languages in the Comparative Literature Program.

The change from ENG 303 to ENG 300 reflects number code changes for English courses approved by CUNY in 2011. ENG 300 is the correct code for Introduction to Literary Study in English.

5. **Date of Program Approval:** February 5, 2013
Date of Anthropology Department Approval: February 13, 2013
Date of English Department Approval: February 6, 2013
Date of History Department Approval: February 7, 2013
Date of Languages and Literatures Departmental Approval: February 21, 2013
Date of Latin American, Latino and Puerto Rican Studies Department Approval: February 14, 2013
Date of Philosophy Department Approval: February 6, 2013
Date of Italian-American Studies Program Approval: February 19, 2013
Date of Women's Studies Program Approval: February 15, 2013
Date of Early Childhood and Childhood Education Departmental Approval:

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

Hegis #: 1008.00
Program Code: 02599

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

2. **From:** [51]-Credit Major in [Dance-Theatre], B.F.A.

The interdisciplinary Major in [Dance-Theatre] leads to the Bachelor of Fine Arts degree (B.F.A.). [This program stresses dance and physical theatre as performing arts.] The required courses and credits are distributed as follows:

Credits ([51])

Core Requirements ([36])

- 3 DNC (THE) 220: Movement for Actors and Dancers
- [2 DNC (THE) 230: Somatics I]
- [3 DNC 345: Choreography and Improvisation]
- 3 DNC 420: History of Applied Principles of Contemporary Dance
- [1 DNC 445: Advanced Student Performance Workshop]
- [2 DNC 451: Choreographic Workshop II]
- [2 Selected from THE 200: Theatre Workshop: Acting / Directing (1); THE 201: Theatre Workshop: Scenery / Properties (1); THE 202: Theatre Workshop: Costume / Wardrobe (1); THE 203: Theatre Workshop: Lighting / Sound (1); THE 204: Theatre Workshop: Stage Management (1); DNC 209: Dance Workshop (1)]
- 2 THE 205: Voice and Diction for the Stage

- 3 THE 208: Acting I
- 3 THE 235: Stagecraft
- 3 THE 211: Play Analysis
- 3 THE 326: History of the Theatre I [or] THE 327 History of the Theatre II
- [3 THE 331: Acting II]
- [3 THE 337: Costume Design, THE 338: Lighting Design, or] THE 348: Performing Arts Management

Electives ([15])

[15] Additional credits [in Dance selected] from the following courses:

DNC 201: Ballet Principles I (2); DNC 202: Ballet Principles II (2); DNC 303: Ballet Principles III (2); DNC 304: Technique Workshop: Ballet (1)

DNC 211: Modern Dance Principles I (3); DNC 212: Modern Dance Principles II (3); DNC 311: Intermediate Modern Dance (3); DNC 411: Advanced Modern Dance (3); DNC 412 Technique Workshop: Modern (1)

DNC 352: World Dance (3); DNC 362 Technique Workshop: World (1)

[DNC 309: Advanced Dance Workshop (3); DNC 351: Professional Repertory Workshop (3); DNC 360: Selected Topics in Dance (3); DNC 405: Seminar and Practicum in Skills and Performance (3); DNC 445: Advanced Student Performance Workshop (1)]

[Dance-Theatre students are also encouraged to take BIO 183 (Human Biology) for their Common Core / Life and Physical Sciences requirement.]

3. To: 60-Credit Major in Multimedia Performing Arts, B.F.A.

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

Core Requirements (30)

- 2 THE 205: Voice and Diction for the Stage
 3 THE 208: Acting I
 3 THE 211: Play Analysis
 3 MMS 212: Introduction to Film and Television
 3 MMS 215: Audiovisual Production
 3 DNC (THE) 220: Movement for Actors and Dancers
 3 MMS 224: Fundamentals of Editing
 3 THE 348: Performing Arts Management
 6 Selected from:
MMS 213: History of Cinema (3)
 THE 326: History of the Theatre I (3)
 THE 327: History of the Theatre II (3)
THE 3280: History of Musical Theatre (3)
 DNC 420: History and Applied Principles of Contemporary Dance (3)
THE 443: Contemporary World Theatre (3)
 1 DNC (THE) (MMS) 4950: Multimedia Performing Arts Project

Electives (30)

30 additional credits (at least 14 of which must be at the 300/400 level) selected from the following courses with the approval of a Department advisor:

- DNC 201: Ballet Principles I (2)
 DNC 202: Ballet Principles II (2)
 DNC 211: Modern Dance Principles I (3)
 DNC 212: Modern Dance Principles II (3)
MMS 222: New Media (3)
DNC 221: Jazz and Contemporary American Dance Forms (3)
THE 2480: Acting for Musical Theatre (3)
 THE 235: Stagecraft (3)
 DNC 303: Ballet Principles III (2)
THE (ENW) 308: Playwriting (3)
THE (MMS) (ENW) 309: Screenwriting (3)
 DNC 311: Intermediate Modern Dance (3)
MMS 315: TV Studio Production (3)
MMS 316: Film Production (3)
DNC 3210: Adv. Jazz and Contemporary American Dance Forms (3)
THE 331: Acting II (3)
THE (MMS) 343: Voice-Over for Radio, Film, TV (3)
THE 344: Acting for the Camera (3)
DNC 345: Choreography and Improvisation (3)
 DNC 352: World Dance (3)
THE 370: Theatre Internship (3)
 DNC 411: Advanced Modern Dance (3)

THE 4330: Advanced Acting for the Camera (3)
THE 435: Advanced Acting (3)

Note: A minor is optional.

4. Rationale: To better prepare students for the performing arts professions of the 21st century, the faculty of the Theatre and Dance Programs articulated a new mission in 2011: "We transform students into versatile, self-directed performing artists of the 21st century. Our liberal arts B.A. and multidisciplinary B.F.A. programs challenge our students to develop the knowledge and skills as well as the conceptual, critical and creative perspectives necessary for a professional life in the performing arts." The current set of curricular proposals updates and aligns the B.F.A. program with this new mission as well as with emerging practices in the performing arts.

First, this revised B.F.A. curriculum addresses the demands of the performing arts profession of the 21st century. Today, professional actors and dancers must be versatile performing artists who can work in multimedia—on stage, on film, on television, and on the web. Performing artists of the 21st century no longer work only in a dance studio or proscenium theatre before a live audience. Dance performances are now filmed for television commercials, music videos, or streaming online in new media. Actors perform on web series, streaming video, film, television, and stage. Students today must be trained not only in acting and dance technique, but in methods of audio and visual production and film-editing that empower them to adapt to the demands of various media. Therefore, the B.F.A. curriculum must be revised from the paradigm of the stage to the paradigm of multimedia.

Second, the revision provides some much needed clarification about the difference between the B.F.A. program and the B.A. programs in Dance and in Theatre. While the B.A. programs are meant to offer liberal arts curricula that develop broad knowledge and skills in dance and theatre respectively, the B.F.A. program is intended to offer multidisciplinary performance training in a variety of media, including but by no means limited to the stage. At present, however, the B.F.A. is essentially an amalgamation of courses from the B.A. programs in dance and in theatre, and it needs more focus on training performers for the 21st century. The revised B.F.A. program concentrates more specifically on performance training in acting and dance for theatre, film, television, and new media, and incorporates additional knowledge and skills in audiovisual production, editing, and new media.

The revised B.F.A. consists of a reduced core (36 to 30 credits) focused on multimedia performing arts, an expanded electives component (15 to 30 credits) with enough depth and diversity to allow students to hone their skills in various self-directed areas of performance expertise, and an overall increase in credits (51 to 60) that reflects the rising demands of the performance marketplace for which our students must be ready upon graduation. The minor requirement is optional for this program because of the

multidisciplinary nature of the major and the increased number of credits in the degree program.

Changes to core requirements:

The **addition** of three courses in multimedia studies—MMS 212 (Introduction to Film and Television), MMS 215 (Audio Visual Production), and MMS 224 (Fundamentals of Editing)—is essential for students to gain foundational knowledge and practical skills in multimedia. MMS 212 (Introduction to Film and Television) offers students foundational knowledge in the elements of film. MMS 215 (Audio Visual Production) provides a practical understanding of the basic technology in multimedia production, and MMS 224 (Fundamentals of Editing) offers actors and dancers the skill to edit film and video in the Final Cut Pro program.

Courses have also been added to the core's historical offerings. In addition to the existing THE 326 (History of the Theatre I) and THE 327 (History of the Theatre II), student may take their six required credits in performance history in THE 213 (History of Cinema), THE 3280 (History of Musical Theatre), DNC 420 (History and Applied Principles of Contemporary Dance), and/or THE 443 (Contemporary World Theatre). This broad range of historical offerings allows students to tailor their historical requirements to complement whatever focus they choose to pursue in their elective courses.

The revised B.F.A. curriculum **eliminates** several courses from the core requirements in order to accommodate both the addition of multimedia courses (detailed above) and the Department's decision to reduce the core slightly in order to expand the self-directed elective component of the Multimedia Performing Arts B.F.A. DNC (THE) 230 (Somatics I), DNC 209 (Dance Workshop), DNC 451 (Choreographic Workshop II), and THE 235 (Stagecraft) have all been removed, as these courses are less relevant to the revised major than other core or elective offerings. Also gone are the several Theatre Workshop courses that provide practical technical theatre experience for the stage rather than performance experience across a range of different media. These workshop courses—THE 200 (Theatre Workshop: Acting / Directing), THE 201 (Theatre Workshop: Scenery / Properties), THE 202 (Theatre Workshop: Costume / Wardrobe), THE 203 (Theatre Workshop: Lighting / Sound), and THE 204 (Theatre Workshop: Stage Management)—are more appropriate for the B.A. in Theatre program and have been removed from the B.F.A. program.

Two of the three design or technical theatre courses—THE 337 (Costume Design) and THE 338 (Lighting Design)—have been removed, but THE 348 (Performing Arts Management) **remains**. Unlike design courses, THE 348 (Performing Arts Management) provides students with a crucial understanding of producing and arts management that they will need as self-directed performers.

Three courses have been moved from the core and designated as **electives**: THE 235 (Stagecraft), DNC 345 (Choreography and Improvisation), and THE 331 (Acting II).

Finally, we have **replaced** DNC 445 (Advanced Student Performance Workshop) with a new course—DNC (THE) (MMS) 4950 (Multimedia Performing Arts Project)—to provide an appropriate capstone course for B.F.A. majors. In this course, students devise their own projects; perform in a showcase of their work via multimedia; create a demo reel of their multimedia voice-over, acting or dance performance; or create a website of their multimedia performances.

Changes to elective offerings:

This revised B.F.A. curriculum maintains nearly all of the dance electives from the existing B.F.A. program, but adds several upper-level dance, theatre, and multimedia courses so that students can devise their own focus within the B.F.A. program. For example, students may concentrate on dance and multimedia through dance technique electives and such courses as MMS 222 (New Media), MMS 315 (TV Studio Production), and MMS 316 (Film Production). Or students may focus on acting for multimedia through such courses as THE 331 (Acting II), THE (MMS) 343 (Voice-Over for Radio, TV, Film), THE 344 (Acting for the Camera), THE 435 (Advanced Acting), and THE 4330 (Advanced Acting for the Camera). Still others may combine acting and dance classes such as THE 2480 (Acting for Musical Theatre), DNC 221 (Jazz and Contemporary American Dance Forms), and DNC 3210 (Advanced Jazz and Contemporary American Dance Forms) to focus on musical theatre. When devising a focus within the program, students will be advised by faculty as to the most appropriate elective courses.

The addition of electives such as THE (ENW) 308 (Playwriting) and THE (MMS) (ENW) 309 (Screenwriting) recognizes that performing artists in the 21st century often initiate their own performances by writing their own stage-plays, films, television-pilots, and web-series episodes. THE 370 (Theatre Internship) is offered as an elective so that B.F.A. majors have the opportunity to connect their studies to the professional performing arts industry in New York City.

5. Date of Departmental Approval: February 22, 2013

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

Hegis #: 1008.00
Program Code: 02586

1. **Type of Change:** Degree Requirements
2. **From:** 42-Credit Major in Dance, B.A.

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

Credits (42)

Core Requirements (39)

- [20] DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3); DNC (THE) 230: Somatics I (2); DNC 345: Choreography and Improvisation (3); [DNC 352: World Dance (3);] DNC 420: History and Applied Principles of Contemporary Dance (3); DNC 445: Advanced Student Performance Workshop (1); DNC 451: Choreographic Workshop II (2)
- 9 Selected from DNC 211: Modern Dance Principles I (3); DNC 212: Modern Dance Principles II (3); DNC 311: Intermediate Modern Dance (3); DNC 411: Advanced Modern Dance (3)
- 2 Selected from DNC 304: Technique Workshop: Ballet (1); DNC 362: Technique Workshop: World (1); DNC 412: Technique Workshop: Modern (1)
- 6 Selected from DNC 201: Ballet Principles I (2); DNC 202: Ballet Principles II (2); DNC 303: Ballet Principles III (2)
- 2 Selected from THE 201: Theatre Workshop: Scenery / Properties (1); THE 202: Theatre Workshop: Costume / Wardrobe (1); THE 203: Theatre Workshop: Lighting / Sound (1); THE 204: Theatre Workshop: Stage Management (1); DNC 209: Dance Workshop (1)

Electives (3)

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

3. To: 42-Credit Major in Dance, B.A.

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

Credits (42)

Core Requirements (39)

- 17 DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3); DNC (THE) 230: Somatics I (2); DNC 345: Choreography and Improvisation (3); DNC 420: History and Applied Principles of Contemporary Dance (3); DNC 445: Advanced Student Performance Workshop (1); DNC 451: Choreographic Workshop II (2)
- 3 Selected from DNC 352: World Dance (3); DNC 221 Jazz and Contemporary American Dance Forms (3); DNC 3210 Jazz and Contemporary American Dance Forms (3)
- 9 Selected from DNC 211: Modern Dance Principles I (3); DNC 212: Modern Dance Principles II (3); DNC 311: Intermediate Modern Dance (3); DNC 411: Advanced Modern Dance (3)
- 2 Selected from DNC 304: Technique Workshop: Ballet (1); DNC 362: Technique Workshop: World (1); DNC 412: Technique Workshop: Modern (1); DNC 4210: Technique Workshop: Advanced Jazz and Contemporary American Dance Forms (1)
- 6 Selected from DNC 201: Ballet Principles I (2); DNC 202: Ballet Principles II (2); DNC 303: Ballet Principles III (2)
- 2 Selected from THE 201: Theatre Workshop: Scenery / Properties (1); THE 202: Theatre Workshop: Costume / Wardrobe (1); THE 203: Theatre Workshop: Lighting / Sound (1); THE 204: Theatre Workshop: Stage Management (1); DNC 209: Dance Workshop (1)

Electives (3)

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

4. **Rationale:** The addition of DNC 221, DNC 3210 and DNC 4210 as options within the Dance B.A., updates the Major with new courses that have been added since the last revision. These changes bring the Dance B.A. in line with simultaneous changes being made in the Dance/Theatre B.F.A. The revision does not change the number of credits in the Major or remove any existing courses. It just gives students the option to include the study of jazz and contemporary American techniques within the Major.

5. **Date of Departmental Approval:** February 22, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **DNC 3210: Advanced Jazz and Contemporary American Dance Forms.** 4 hours, 3 credits (may be repeated for up to 6 credits). Study of advanced jazz and contemporary American dance forms such as hip hop and tap.

3. **Rationale:** The addition of DNC 3210 gives students the opportunity to continue the work they began in DNC 221 (Jazz and Contemporary American Dance Forms). One of the goals of the revised B.F.A. is to rigorously train our students in a variety of techniques to better prepare them for the demands of the industry in the 21st Century. The addition of DNC 3210 will give students an in-depth study of contemporary dance techniques like jazz, hip hop, and tap, all of which are often used in musical theatre and music videos.

4. **Learning Objectives:**

- Analyze and write about dance videos and performances.
- Demonstrate the ability to pick up and execute advanced jazz, hip hop, or tap vocabulary.
- Understand the specific aesthetic foundations of the dance form being studied.
- Expand range of motion and develop qualitative, rhythmic, and spatial skills.
- Increase awareness of personal movement tendencies.
- Understand basic alignment principles and be able to apply them within advanced dance sequences.
- Demonstrate an ability to make individual artistic choices while staying true to given material.
- Demonstrate the ability to communicate using discipline-specific terminology.

5. **Date of Departmental Approval:** February 22, 2013

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **DNC 4210: Technique Workshop: Advanced Jazz and Contemporary American Dance Forms.** 4 hours, 1 credit (may be repeated for up to 2 credits). Continued study of principles introduced in DNC 3210. **PREREQ:** DNC 3210.

3. **Rationale:** DNC 4210 will meet with DNC 3210, a course in which students study contemporary American dance techniques. The two classes will meet together, but students should have completed the full-credit course before taking the one-credit workshop. The development of a new one-credit workshop that meets with an existing three-credit technique class will allow DNC 4210 students to build strength, rehearse, and refine the technical skills introduced in DNC 3210. This course will also help to maintain consistency across the different dance technique courses, since there are equivalent 1-credit workshop courses in ballet, modern, and world dance.

4. **Learning Objectives:**
 - Demonstrate the ability to pick up and execute jazz, hip hop, or tap vocabulary at an advanced level.
 - Expand range of motion and increase strength and flexibility.
 - Demonstrate advanced understanding of musical phrasing, qualitative, and spatial skills.
 - Understand subtle alignment principles and be able to apply them within advanced dance sequences.
 - Demonstrate an ability to make individual artistic choices while executing advanced technical phrases.

5. **Date of Departmental Approval:** February 22, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** New Course
2. **Course Description:** THE 2480: **Acting for Musical Theatre.** 4 hours (2 lecture, 2 lab), 3 credits. Study and practice of acting, movement, and voice for musical theatre. PREREQ: Department Permission.
3. **Rationale:** While the Theatre Program offers acting courses for both stage and screen, Lehman College currently offers no acting course specifically geared to musical theatre. Knowledge and practice of musical theatre performance is necessary for all performing arts students in the 21st century, and this course prepares students not only for the theatre program's biannual musical theatre productions, but also for the performing arts profession. The course will be an elective for both the B.A. in Theatre and the B.F.A. in Multimedia Performing Arts programs.
4. **Learning Objectives:**
 - Analyze musical theatre scenes, monologues, and songs for essential acting information as objectives, actions, characterization, and character relationship.
 - Create specific physical characterizations from musical scenes through voice and movement.
 - Act with effective voice and movement in scenes of different musical styles, including at least one duet and two solos appropriate for the individual student.
 - Perform collaboratively as a member of an ensemble in at least one group musical number.
5. **Date of Departmental Approval:** February 22, 2013

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** New Course
2. **Course Description:** **THE 3280: History of Musical Theatre.** 3 hours, 3 credits.
The history of musical theatre, including its origins in operetta, burlesque, and vaudeville; the contributions of major practitioners of the form; and the current status of musical theatre and its critical evaluation.
3. **Rationale:** Musical theatre is the United States' only indigenous theatrical form, with its own unique development from such disparate sources as operetta, burlesque, minstrelsy, vaudeville, music hall, and other popular entertainments. It is also the primary engine of commercial theatre production in Western theatre today. Despite its historical and contemporary significance, however, students have not previously had the opportunity to study this particular theatrical form in depth at Lehman College: the subject may or may not have been touched upon briefly in THE 241 (Art of the Theatre) or THE 327 (History of Theatre II). THE 3280 provides students with the opportunity to understand this truly American theatrical form.
4. **Learning Objectives:**
 - Identify fundamental elements of musical theatre, including book, music, lyrics, dance, and acting in representative musicals of various styles.
 - Identify and trace elements of such popular theatre forms such as vaudeville, operetta, burlesque, music hall, minstrelsy as influences on the development of musical theatre.
 - Write a dramaturgical essay to compare and contrast the changing dynamics of book, lyrics, songs, dance, design practices, acting styles, and producing, over the development of musical theatre.
 - Design an audio-visual presentation to evaluate the contributions of a major practitioner of musical theatre.
5. **Date of Departmental Approval:** February 22, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** New Course
2. **Course Description:** THE 4330: **Advanced Acting for the Camera.** 4 hours (2 lecture, 2 lab), 3 credits. Continued study of principles and techniques of acting in film/television/new media introduced in THE 344. PREREQ: THE 344.
3. **Rationale:** To date, the Department of Journalism, Communication and Theatre currently has offered only one course in Acting for the Camera: THE 344. The Department proposes THE 4330 (Advanced Acting for the Camera) on the grounds that this particular subject requires more than one semester to provide the beginner with the breadth of experience needed to meet the learning objectives appropriate to this particular form of media. In addition, the revised B.F.A. in Multimedia Performing Arts clearly calls for this kind of advanced course, to allow students to deepen their study of acting techniques for the camera.
4. **Learning Objectives:**
 - Analyze a recurring role in a screenplay for such essential acting information as objectives, actions, characterization, given circumstances, and character relationships.
 - Create believable characterizations with effective voice and movement in a dramatic and/or comedic scene in a short film, television, and/or web series episode.
 - Develop an actor's reel of representative scenes demonstrating the individual student's performance strengths.
5. **Date of Departmental Approval:** February 22, 2013

LEHMAN COLLEGE
OF THE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** DNC (THE) (MMS) 4950: Multimedia Performing Arts Project. 4 hours, 1 credit. Multimedia capstone project in performing arts. Prerequisite: Department Permission.

3. **Rationale:** The proposed course functions as a capstone experience for majors in the B.F.A. in Multimedia Performing Arts. With faculty guidance and supervision, students will devise their own multimedia projects, which may include performing in a showcase of their work via multimedia; performing in a short film, web series episode, or television episode; creating a demo reel of their multimedia voice-over, acting, or dance performance; or launching a website of their multimedia performances.

4. **Learning Objectives:**

- Create a final project that demonstrates proficiency in multimedia performance.
- Demonstrate theoretical and practical knowledge of production aspects of selected mediums.
- Demonstrate the ability to solve practical problems of creation and production.
- Synthesize information and apply skills learned over the course of the B.F.A.
- Present the final project to a public audience.

5. **Date of Departmental Approval:** February 22, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Hours, Credits

2. **From:** DNC 211: Modern Dance Principles I. [3] hours, [2] credits (may be repeated for up to [4] credits). Study of basic principles of alignment, movement and elementary techniques in modern dance.

3. **To:** DNC 211: Modern Dance Principles I. 4 hours, 3 credits (may be repeated for up to 6 credits). Study of basic principles of alignment, movement and elementary techniques in modern dance.

4. **Rationale:** Since this course is a fundamentals course, it is important that students develop the skills they need before moving on to the more advanced levels. A four-hour class is necessary to ensure we are able to adequately prepare students for the work that they will be doing in DNC 311 and DNC 411. There are sufficient materials and skills to be developed to justify the increase from 3 hours, 2 credits to 4 hours, 3 credits. The additional hour and the corresponding change in credits also provide consistency throughout the program since all the other modern technique classes are 4 hours 3 credits and can be taken twice. This does not change the number of credits required to complete the major.

5. **Date of Departmental Approval:** February 22, 2013

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Title, Hours, Credits, Description

2. **From:** DNC 221: **[Beginning World and Jazz Dance]**. [3] hours, [2] credits (may be repeated for up to [4] credits). Study of beginning [multicultural and] jazz [dance techniques].

3. **To:** DNC 221: **Jazz and Contemporary American Dance Forms**. 4 hours, 3 credits (may be repeated for up to 6 credits). Study of beginning jazz and contemporary American dance forms such as hip hop and tap.

4. **Rationale:** The change in the title and description for DNC 221 distinguishes the content of this course from the content of DNC 352 (World Dance). Previously, jazz was included in the description of DNC 352, but jazz, hip hop, and tap are all popular and contemporary American dance-forms, as opposed to traditional world dance-forms. It is pedagogically useful to have separate courses for world dance and popular American dance, since this allows for more specificity within the dance curriculum.

Since this course is a fundamentals course, it is important that students develop the skills they need before moving on the more advanced levels. A four-hour class is necessary to ensure we are able to adequately prepare students for the work that they will be doing in DNC 3210 and DNC 4210. There are sufficient materials and skills to be developed to justify the increase from 3 hours, 2 credits to 4 hours, 3 credits. The additional hour and corresponding change in credits provide consistency throughout the program: DNC 221 is comparable to DNC 352 (World Dance), which is a 4-hour, 3-credit course.

5. **Date of Departmental Approval:** February 22, 2013

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. Type of Change: Credits, Description

2. From: DNC 352: World Dance. 4 hours (2 lecture, 2 lab), 3 credits (may be repeated for up to 6 credits when topic changes). Study and analysis of dance forms [not covered under the umbrella of modern dance or ballet,] such as [Balinese, Indian, African-American, African, and/or jazz works] as theatre art forms. Sequences from the different dance styles are studied and performed. PREREQ: DNC 211 or DNC 311 or Departmental permission.

3. To: DNC 352: World Dance. 4 hours (2 lecture, 2 lab), 3 credits (may be repeated for up to 6 credits when topic changes). Study and analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango as theatre art forms. Sequences from the different dance styles are studied and performed. PREREQ: DNC 211 or DNC 311 or Departmental permission.

4. Rationale: The change in the description for DNC 352 is in response to the content of the proposed new and revised dance courses, DNC 221 (Jazz and Contemporary American Dance Forms), DNC 3210 (Advanced Jazz and Contemporary American Dance Forms), and DNC 4210 (Technique Workshop: Advanced Jazz and Contemporary American Dance Forms). Since jazz dance will now be covered in these several new/revised courses, it is no longer needed in DNC 352, which can now focus on culturally specific traditional dance forms. The removal of jazz from DNC 352 distinguishes DNC 352 from the new/revised courses and allows for more specificity within the dance curriculum.

The phrase "may be repeated for up to 6 credits when the topic changes" has been changed to "may be repeated for up to 6 credits" to create consistency throughout the dance program and to allow students to deepen their understanding of a particular form.

5. Date of Departmental Approval: February 22, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Hours, Description, Prerequisites

2. **From:** THE 344: **Acting for the Camera.** [3] hours, 3 credits. [On-camera presentation in the studio and on field assignments, including TV script-writing, reading from a teleprompter, preparing for an audition, handling on-air guests, and creating a demo.]

3. **To:** THE 344: **Acting for the Camera.** 4 hours (2 lecture, 2 lab), 3 credits. Study of fundamental acting techniques specific to performance in film, television, and new media. PREREQ: THE 208.

4. **Rationale:** This change in course description distinguishes THE 344 (Acting for the Camera) from MMJ 344 (On-camera Technique). THE 344 is an acting course geared to performance in film, television, and new media, while MMJ 344 is an on-camera course for broadcast journalists. The description of THE 344 was inadvertently changed when MMJ 344 was revised in a previous curriculum change.

This performance technique course mirrors other acting courses in the Department, all of which are 4 hours, 3 credits. The prerequisite for the course is Acting I, which provides an overview of the fundamentals of acting.

4. **Date of Departmental Approval:** February 22, 2013

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Title, Description, Prerequisites
2. **From:** **THE 443: [Studies in] Contemporary Theatre.** 3 hours, 3 credits. Study of the theatrical practices and conventions of [the mid-twentieth century, as illustrated through the work of European and American playwrights. PREREQ: Either THE 327 or instructor's permission.]
3. **To:** **THE 443: Contemporary World Theatre.** 3 hours, 3 credits. Study of the theatrical practices and conventions of contemporary world theatre.
4. **Rationale:** Previously, this course focused on European and American theatre and playwrights only; this focus fails to reflect the global state of contemporary theatre. The change in the title and description rectifies the previous narrow focus by expanding the scope of THE 443 to include contemporary African, Asian, and Latin American theatre practices, conventions, and plays. Previously, this course was a continuation of study from THE 327 (History of Theatre II), with a focus on European and American playwrights, so a prerequisite of THE 327 was needed. The newly global reach of the course removes the necessity for that particular prerequisite.
5. **Date of Departmental Approval:** February 22, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** IRI 1170: **Elementary Irish: Intensive Course.** 8 hours, 6 credits. Study of pronunciation and the elements of Irish grammar, reading of simple texts, and oral practice. PREREQ: Placement by the Department. Note: IRI 1170 must be taken during two consecutive summer sessions and is not open to students who have completed any of the following courses: IRI 101, IRI 102, IRI 103, IRI 105, IRI 1110, or IRI 1120.

3. **Rationale:** Consistent with changes in curricular structures in the Department and in the pedagogy of language learning, we would like to propose this new course using the 4-hour / 3-credit format, which will equal a total of 8 hours / 6 credits for this summer-intensive two-session course that covers the material normally taught in our regular Elementary Irish I and II courses. The format will be three hours lecture and one hour lab during two consecutive summer sessions.

4. **Learning Objectives:**

- Converse (*i.e.*, speak with acceptable pronunciation and in understandable language) in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included in Units 1-14 of Syllabus A1 and Units 1-7 of Syllabus A2 of the *European Certificate in Irish* (a.k.a. *Colloquial Irish*).
- Write in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included in Units 1-14 of Syllabus A1 and Units 1-7 of Syllabus A2 of the *European Certificate in Irish* (a.k.a. *Colloquial Irish*).
- Read and understand simple Irish texts, as in realia hand-outs and the reading selections included in Units 1-14 of Syllabus A1 and Units 1-7 of Syllabus A2 of the *European Certificate in Irish* (a.k.a. *Colloquial Irish*).
- Demonstrate an understanding of appropriate speech and conduct within Irish-speaking cultures, as well as an understanding of cultural differences and similarities between Ireland and the U.S.
- Improve communication skills and reading strategies in English by learning to understand, speak, read, and write in a language other than English.
- Enhance abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.

- Understand how language always expresses a culture, and thereby improve understanding of own society through comparison with the cultural aspects of people on Irish-speaking societies.

5. **Date of Department Approval:** February 21, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** IRI 3100: **Comparative Grammar.** 3 hours, 3 credits.
Comparative analysis of English and Irish morphology, basic phonology, and syntax.
PREREQ: IRI 201 or Departmental permission.

3. **Rationale:** This course gives students the opportunity to focus on the similarities and differences between the grammars of Irish (a Celtic language) and English (a Germanic language). It also permits students majoring in Comparative Literature to take a course similar to that offered for other languages in the Program.

This course is particularly appropriate for Irish-language students as a result of the historical roles of Irish and English in the Irish homeland. Comparative grammar is a field whose role in intellectual and cultural studies has changed over the years, and it has become increasingly popular in such language-learning fields as the applied linguistic sub-field of "language awareness." The proposed course gives students the unique opportunity to put their study of comparative grammar in the context of larger theoretical discussions about language, culture, and history.

4. **Learning Objectives:**

- Analyze the morphology, phonology, and syntax of Irish and English through organizing and comparing similarities and differences.
- Evaluate Irish and English morphology, phonology, and syntax. Detect and hypothesize about areas that seem likely to be accessible or challenging for language-learners from the two separate language-communities. Confirm or correct these predictions using language-learning data.
- Construct comparisons of the two grammars, focusing on specific areas in morphology, phonology, and syntax.

5. **Date of Department Approval:** February 21, 2013

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. Type of Change: New Course

2. Course Description: JAL 1170: Elementary Japanese: Intensive Course. 8 hours, 6 credits. Study of pronunciation and the elements of Japanese grammar, reading of simple texts, and oral practice. PREREQ: Placement by the Department. Note: JAL 1170 must be taken during two consecutive summer sessions and is not open to students who have completed any of the following courses: JAL 101, JAL 102, JAL 111, or JAL 112.

3. Rationale: Consistent with changes in curricular structures in the Department and in the pedagogy of language learning, we would like to propose this new course using the 4-hour / 3-credit format, which will equal a total of 8 hours / 6 credits for this summer-intensive two-session course that covers the material normally taught in our regular Elementary Japanese I and II courses. The format will be three hours lecture and one hour lab during two consecutive summer sessions.

4. Learning Objectives: Each student will be expected to:

- Converse (*i.e.*, speak with acceptable pronunciation and in understandable language) in simple but correct Japanese, demonstrating mastery of the vocabulary and grammatical concepts included in the *GENKI 1: An Integrated Course in Japanese 1* textbook.
- Write in simple but correct Japanese, demonstrating mastery of the vocabulary and grammatical concepts included in the *GENKI 1: An Integrated Course in Japanese 1* textbook.
- Read and understand simple Japanese texts, as in realia hand-outs and the reading selections included in the *GENKI 1: An Integrated Course in Japanese 1* textbook.
- Demonstrate an understanding of appropriate speech and conduct within Japanese-speaking cultures, as well as an understanding of cultural differences and similarities between Japan and the U.S.
- Improve communication skills and reading strategies in English by learning to understand, speak, read, and write in a language other than English.
- Enhance abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
- Understand how language always expresses a culture, and thereby improve understanding of own society through comparison with the cultural aspects of people on Japanese-speaking societies.

5. Date of Department Approval: February 21, 2013

CENTER FOR HUMAN RIGHTS AND PEACE STUDIES
LEHMAN COLLEGE
THE CITY UNIVERSITY OF NEW YORK

CURRICULUM CHANGE

1. Type of Change: New course

2. Course Title and Description: **PHI/POL 218 Fundamentals of Human Rights and Peace.** *3 hours, 3 credits.* Basic concepts and perspectives in the study of peace and human rights. The history and development of theoretical and practical approaches to human security. Topics may include terrorism, war and nonviolence, conflict resolution, genocide, class-, gender-, and race-based violence, notions of justice, and universal rights versus local cultural practices.

3. Rationale: The proposed course serves as an introductory course in the development of the interdisciplinary Human Rights and Peace minor, one of the curricular endeavors of the new Center for Human Rights and Peace Studies at Lehman College. This course serves those students who have an interest in conflict, justice, order, human needs, and human capabilities.

4. Academic Objective: Students will:

- a. Understand the history and developments in human rights and human security protections.
- b. Develop critical thinking skills by learning modes of engagement with peace and human rights initiatives.
- c. Develop the ability to analyze local and global issues in terms of the fundamental concept of human security.

5. Date of Approval:

- a. **Center for Human Rights and Peace Studies: November 27, 2012**
- b. **Department of Political Science: 15 February 2013**
- c. **Department of Philosophy: 19 February 2013**

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

Hegis # 2104.00
Program Code 82477

1. Type of Change: Change in minor degree requirements

FROM:

2. Program Description: 12-Credit Interdisciplinary Minor in Aging

Coordinator: Norma Phillips (Professor and Chair, Social Work)
Steering Committee: Luisa Borrell (Associate Professor, Health Sciences), Stephen Cavallo (Associate Professor and Chair, Speech-Language-Hearing Sciences), Juan DeLaCruz (Assistant Professor, Economics & Business), Sharon Freedberg (Associate Professor, Social Work), Patricia Kolb (Associate Professor, Social Work)

The Interdisciplinary Minor in Aging will engage students from all Departments across different Schools within the College in a common goal of scholarship in the area of aging; it will also prepare students interested in working professionally in the field of aging. A range of relevant courses representing the College's broad curricular offerings will be available to students to provide an understanding of aging from various perspectives. The Minor will be of interest to students who are majoring in several departments in the Natural and Social Sciences, including but not limited to Anthropology, Biology, Economics, Health Sciences, Nursing, Psychology, Social Work, and Sociology, as well as to students majoring in such Arts and Sciences disciplines as Art, History, Literature, and Music and Speech-Language-Hearing Sciences.

Degree Requirements

Students will satisfy the College requirement of a minor field by taking four courses (12 credits) at the 200- and 300-level. At least six credits must be taken in 300-level courses or a higher-level course approved by the Program.

Students will select from the following menu of relevant 3-credit courses offered in various departments in the Schools of Natural and Social Sciences and Arts and Humanities:

200-level courses:

PSY 219 (Psychology of Adulthood and Aging); SOC 243 (The Aged in Modern Society); [SWK 241] (Social Work Practice with Older Adults); any relevant 200-level course approved by the Program.

300-level courses:

ECO 313 (Economics of Aging); HEA 306 / 636 (Special Topics in Health / Perspectives on Death and Dying); HEA 310 (Health and Aging); SOC 343 (Sociological Theories of Aging); SPV 300 (Neurolinguistics of Aging); [SWK 341] Social Welfare Policies in an Aging Society); any relevant 300-level course approved by the Program.

TO:

2. Program Description: 12-Credit Interdisciplinary Minor in Aging

Coordinator: Norma Phillips (Professor and Chair, Social Work)

Steering Committee: Luisa Borrell (Associate Professor, Health Sciences), Stephen Cavallo (Associate Professor and Chair, Speech-Language-Hearing Sciences), Juan DeLaCruz (Assistant Professor, Economics & Business), Sharon Freedberg (Associate Professor, Social Work), Patricia Kolb (Associate Professor, Social Work)

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200-level courses:

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300-level courses:

ECO 313 (Economics of Aging); HEA 306 / 636 (Special Topics in Health / Perspectives on Death and Dying); HEA 310 (Health and Aging); SOC 343 (Sociological Theories of Aging); SPV 300 (Neurolinguistics of Aging); **SWK 342** (Social Welfare Policies in an Aging Society); any relevant 300-level course approved by the Program.

3. Rationale: This change brings the degree requirements into conformity with the two Social Work course numbers that previously were approved for the minor. The course names and content have not been changed.

4. Date of Department of Social Work Approval: March 6, 2013

Attachment IV

Lehman College Senate
Library, Technology & Telecommunications Committee
April 3, 2013

1. Meeting was held Wednesday, April 3 at 11 AM.
2. InYourClass (<https://cunyportal.cuny.edu/inyourclass/login/form.jsp>) and privacy/security issues:
Students sign a FERPA (Family Educational Rights and Privacy Act) agreement when signing up for InYourClass. During training session, students are reminded about privacy/security issues. Students can make their account anonymous. For more training questions and issues, please contact Stephen Castellano in IT.
3. Would like to thank Joe Middleton for chairing Tech Fee committee and all members of Tech Fee Committee in preparing Tech Fee Proposal for 2013-2014.
4. Committee is considering a Faculty Needs Assessment Survey (e.g., software) for Fall 2013. Details to be announced in Fall 2013.
5. Miscellaneous:
 - a. Lehman is upgrading wireless throughout the campus to enhance reliability and coverage. The Library and Science Hall are completed. The next phase will be launched on April 15th, and an announcement will soon be sent to the campus community. A significant change will be how students, faculty, and staff log in to the network. Part of this project will also enable wireless access in the outdoor space in the Quad outside of the Library.
 - b. SMTP server will be available shortly. This will allow sending e-mail via mobile devices using Lehman's e-mail server (so far only receiving, but not sending, was possible). Announcement and documentation for different devices will be sent out shortly.
 - c. CUNY First: Financial Aid module will be available for students by middle of April.

Respectfully submitted

Stefanie Havelka

Chair