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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, May 4, 2016  
Senate Meeting**

7 **Senators Present:** Alonso, O.; Amend, A.; Azeem, A.; Bamshad, M.; Benalcazar, D.; Bergmann,  
8 R.; Budescu, M.; Calderon, P.; Campeanu, S.; Carey, R.; Charlton, M.; Cheng, H.; Choudhury, Z.;  
9 Christian, M.; Clark, V.; Conner, P.; Dellapina, M.; Eleyinate, O.; Emeonyl, P.; Fadoju, A.; Fera, J.;  
10 Fernández, R.; Finger, R.; Georges, C. A.; Hernandez, M.; Hmady, A.; Holloway, J.; Jervis, J.;  
11 Jordan, S.; Kremenitzer, J.; Li, S.; Li, X.; Machado, E.; Magdaleno, J.; Mak W.; Marianetti, M.;  
12 Martín, O.; Maybee, J.; McCabe J.; Morrobel-Sosa, A.; Munoz, M.; Muallem, J.; Nadeem, S.;  
13 O'Connor, N.; Oh, H.; Pearly, R.; Perkins, M.; Petkov, R.; Prince, P.; Rahath, A.; Ramsundar,  
14 S.; Rivera, A.; Rivera, C.; Rivera-McCutchen, R.; Rosario, Y.; Roush, K.; Sailor, K.; Samuel, L.;  
15 Sanchez, A.; Santiago, M.; Sarmiento, R.; Schlesinger, K.; Sen, G.; Spence, N.; Tananbaum, D.;  
16 Valentine, R.; Varughese, J.; Vazquez, F.; Waring, E.; Yang, L.; Yates, S.; Zucchetto, V.

17

18 **Senators Absent:** Benitez, J.; Chawla, J.; Choudhury, E.; DeJesús, M.; Diaz, J.; Doyran, M.; Fayne,  
19 H.; Fernandes, A.; Gerry, C.; Glover, B.; Gorokhovich, Y.; Hassan, M.; Hernandez, M.; Hussen,  
20 N.; Kaid, G.; Latimer, W.; Markens, S.; Matty, T.; Mazza, C.; Medina, G.; Mindanao, F.; Muñoz, B.;  
21 Nelson, D.; Peguero, E.; Pena, K.; Pettipiece, D.; Prohaska, V.; Ricourt, M.; Rupp, S.; Spencer, R.;  
22 Williams, H.

23  
24 The meeting was called to order by President Ricardo R. Fernández at 3:38 p.m.

25

26 **1. Approval of the Minutes**

27 The Minutes of the April 6, 2016 meeting was approved by voice vote with one correction: that  
28 Jasmine Diaz be added to the attendees roster she was in attendance.

29

30 **2. Announcements and Communications—**

31 **a. Report of the President---**

32 President Ricardo Fernández attended the Council of Presidents meeting and the Board of  
33 Trustees meeting on Monday. There were discussions about the union contract  
34 negotiations. It is hoped that the negotiations are successfully concluded and these is a new  
35 contract by the end of June. If a resolution cannot be reached by then, an economic  
36 settlement will not be possible until 2017 due to needed action by the state legislature.

37

38           **b. Student Legislative Assembly—**

39           Ms. Lilian Yang announced that SLA, SGA and the Leadership Program will be hosting a  
40           reception to introduce new student Senators after the meeting. She noted that current and  
41           future Senators will be present and urged all to attend. Ms. Yang thanked everyone for their  
42           respect, attention, and acceptance of the ideas presented by student senators.

43           The SGA has several proposals to benefit the campus and students. They have suggested  
44           more water fountains on campus, extending the study period before final exams begin, and  
45           repairing some of the emergency stations.

46           Ms. Yang also announced that the SGA is advocating for an improved access system at the  
47           Financial Aid Center. A new system could provide students with a ticket and the ability to  
48           check their status online, which will help to reduce the wait time for service by the office  
49           staff.

50

51           **3. REPORTS OF STANDING COMMITTEES—**

52           **1. Graduate Studies—**

53           Prof. Janet Desimone thanked student senator, Phillip Vasquez, for his participation in the  
54           Committee. She presented the proposals for curriculum changes in the following departments:  
55           Early Childhood and Childhood Education; Middle and High School Education; Counseling,  
56           Leadership, Literacy and Special Education; Speech-Language-and Hearing Sciences; and  
57           Continuing Education. The proposals were approved by unanimous voice vote.

58

59           See Attachment I

60

61           The next committee meeting will be scheduled in the fall.

62

63           **2. Governance Committee—**

64           Prof. Duane Tananbaum presented the slate of faculty nominees to serve two-year terms on Senate  
65           Standing Committees. He also presented the nominees for the Lehman College Association for  
66           Campus Activities and Auxiliary Enterprises. All were approved by unanimous voice vote.

67

68           See Attachment II

69

70 Prof. Tananbaum commended Lilian Yang for her work as Chair of the SLA, and particularly her  
71 involvement, enthusiasm, and the encouragement she gave for continuing student Senate  
72 participation. He asked all for a round of applause, which was given.

73  
74 Prof. Tananbaum, having noted that this would be President Fernández last Senate meeting, and  
75 recognized the President's respect for shared governance, leadership, and the example he set for  
76 the last 26 years. Prof. Tananbaum asked for round of applause, which was enthusiastically given.

77 **3. Committee on Admissions, Evaluations and Academic Standards--**

78 Prof. Penny Prince presented the list of undergraduates and graduates for spring and summer 2016  
79 graduation. All were approved by unanimous voice vote.

80

81 See Attachment III.

82

83 The next committee meeting will be scheduled in the fall.

84

85 **4. Undergraduate Curriculum---**

86 Prof. David Hyman presented the proposals for curriculum changes in the following departments:  
87 Early Childhood and Childhood Education; Mathematics and Computer Science; Journalism,  
88 Communication & Theatre; Adult Degree Program; Lehman Scholars Program; Physics and  
89 Astronomy; Biological Sciences; Earth, Environmental, and Geospatial Sciences; Speech-  
90 Language-and Hearing Sciences; Middle and High School Education; and Sociology. All were  
91 approved by unanimous voice vote.

92

93 Prof. Hyman also presented informational items for experimental courses and the Integrative  
94 Learning Council.

95

96 See Attachment IV

97

98 The next committee meeting will be scheduled in the fall.

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100

101

102 **5. Academic Freedom—**

103 There was no report.

104

105 **6. Library, Technology, and Telecommunication—**

106 Steve Castellano presented the report.

107

108 He announced that the committee reviewed the draft update of the Lehman College homepage. The  
109 navigation will be similar to the old page, but more visually engaging with less clutter.

110

111 The Library's Amnesty Week will occur on the third week of May. Students will be able to return  
112 books to the circulation desk without charge between May 16th and May 31st. Mr. Castellano also  
113 mentioned the Library etiquette policy and the need to be considerate of fellow Library patrons  
114 during the final examination period.

115

116 There will be a reception recognizing Lehman College Publications and Grants on May 5th, in the  
117 Performing Arts Center Lobby from 3:00 – 5:00 p.m.

118

119 The Library will also be participating in the Freedom for Ahmed Naji reading. Excerpts from the  
120 Egyptian novelist's works will be shared on reading day, Thursday, May 12th, from noon to 1:30  
121 in the Library Treehouse. More information may be obtained at [Facebook.com/Lehman College](https://www.facebook.com/LehmanCollegeEnglish)  
122 English.

123

124 On Friday, May 6th, the fourth annual Bronx Ed. Tech. Showcase and conference will be held at  
125 Lehman; it is a collaborative effort between Bronx Community College, Lehman College, and  
126 Hostos College, demonstrating teaching techniques and innovations using technology. Students are  
127 welcome to attend and must register in the next 24 hours.

128

129

130 **7. Campus Life and Facilities —**

131 There was no report.

132

133

134 **8. Budget and Long Range Planning —**

135 Prof. Haiping Cheng acknowledged the members of the joint Budget Committee of the Senate and  
136 the Faculty Personnel and Budget Committee, and thanked Vincent Clark, V. P. for Administration  
137 and Finance, Provost Morrobel-Sosa, and Budget Director, Bethania Ortega for sharing  
138 information with the committee. He presented a draft formula for allocating Other Than Personal  
139 Services (OTPS) funds and provided an update on the budget.

140  
141 See Attachment V

142  
143 The Committee has discussed ways to increase enrollment in light of expected budget reductions.  
144 Increasing graduate enrollment and also summer course offerings was presented. President  
145 Fernández added that, in addition to the Committee’s suggestions, it is also important to retain the  
146 students, whether through advising, faculty mentoring, etc. Bringing in new students and retaining  
147 current students should serve to keep enrollment at a healthy level.

148  
149 **9. University Faculty Senate Report—**

150 There was no report.

151  
152 Old Business----None.

153  
154 New Business----

155  
156 Prof. Tananbaum presented a resolution on academic freedom, based on a request from the  
157 University Faculty Senate and premised on the principles set forth in the University of Chicago  
158 academic freedom statement. A motion was made to refer the proposal to the Committee on  
159 Academic Freedom. The motion was approved by unanimous voice vote.

160  
161 See Attachment VI

162  
163 Kenneth Schlesinger proposed that the President be conferred to as President Emeritus of the  
164 Lehman College Senate. The proposal was approved by unanimous voice vote.

165  
166 The President shared his appreciation of the work done by the Senate. He noted that the Senate  
167 body is the keeper of the flame for this institution and encouraged all to continue to maintain the

168 standards of the Senate. He assured all that he will participate in future events on campus that are  
169 celebratory in nature, and that he is looking forward to the 50<sup>th</sup> anniversary of the College.

170

171 **ADJOURNMENT**

172 President Fernández adjourned the meeting at 4:34 p.m.

173

174 Respectfully submitted:

175

176 Mary T. Rogan

Last Name	First Name	Middle	Acad Plan	Sub-Plan	Expected Grad Term
Abdul-Azim	Fatima	Z	SW-MSW	SW3YR	1162
Adames-Ng	Julian		MATH-MA		1162
Adams	Duane	Patrick	SW-MSW	SW2YR	1162
Addawoo	Victoria		HEP-MA		1162
Adotevi	Franck		BUS-MS	FINANCE	1162
Agbelusi	Oloruntobi	O	FNP-MS		1162
Agnant	Regine		FNP-MS		1162
Aguilar	Annette		MU-MAT		1162
Aiyelabowo	Kehinde		HEP-MA		1162
Alamo	Michelle		CE-MSED	GUID&COUN	1162
Albalawi	Hayam		PCN-MS		1162
Albarracin	Jose		CE-MSED	GUID&COUN	1162
Alcantara	Francisca		BUS-MS	HUMANREC	1162
Alevis	Nancy	J	LS-MSED	EARLYCHLHM	1162
Almodovar	Lisette		CE-MSED	GUID&COUN	1162
Almonte	Anderson		EDBL-MSED		1162
Almonte	Yiseily		SW-MSW	SW1YR	1162
Alvarado	Charlene	A	CMS-MS		1162
Alvarez	Jennifer		SST-MA		1162
Amaro	Francisco		FNP-MS		1162
Amoah	Emmanuel		HEP-MA		1162
Andaluz	Gabriela	Amanda	SW-MSW	SW1YR	1162
Anderson	Kent	D	NUTR-MS		1162
Angeles	Dora	J	SW-MSW	SW2YR	1162
Applebee	John		HEA-MSED		1162
Aquino	Marlene		HEP-MA		1162
Atherley	Ray	A	SW-MSW	SW1YR	1162
Atuegbu	Onyekachi		SW-MSW	SW2YR	1162
Babcock	Amanda	L	HEA-MSED		1162
Bacharach	Gidon	Y	ACC-MS		1162
Bacote	Lauren	Renee	CE-MSED		1162
Baez	Elizabeth		SPETE-MSED		1162
Baker	Teneisha		EDBL-MSED		1162
Bamgbopa	Joke	I	FNP-MS		1162
Barao-Thompson	Rosa		FNP-MS		1162
Barone	Joseph	J	HEA-MSED		1162
Barros	Diana	A	ACC-MS		1162
Barzey	Ronald		CE-MSED		1162
Batista	Genesis	Ivelisse	CE-MSED		1162
Batista	Juan		BUS-MS	FINANCE	1162
Beato	Angelica	M	FNP-MS		1162
Bediako	Daniel	G	ACC-MS		1162

Bejaran	Laura	P	SPED-MSED	CHLDDGBIL	1162
Bellamy	Rackeal		ACC-MS		1162
Bellegarde Dussuz	Jennifer	M	ACC-MS		1162
Belli	Daniela	E	SW-MSW	SW1YR	1162
Benalcazar	Maria		MAT-MSED	MATH7-12	1162
Benitez	Cariana		HEP-MA		1162
Betances	Dahiana		CE-MSED	GUID&COUN	1162
Betsill	Caroline	Eden	SPED-MSED	SEDU	1162
Boamah	Linda	K	FNP-MS		1162
Bogle	Nandie	I	SPETE-MSED	ELYCHLHDDC	1162
Botchway	Emelia	Asantev	FNP-ADVCR		1162
Bracero	Luz	A	EDBL-MSED		1162
Branche	Hazel	C.	EDBL-MSED		1162
Brown	Dwayne		SW-MSW	SW2YR	1162
Brown	Seppreana	O	SW-MSW	SW2YR	1162
Brown	Tamika	Claudia	BUS-MS	FINANCE	1162
Bustillo	Kevin	A	CE-MSED		1162
Cabral	Alexandra	A	SEAC-MSED	ACS1	1162
Caceres	Desiree	Varina	SPETE-MSED	EYCHLHDBID	1162
Cameron	Tasha	T	ELE-MSED		1162
Carmenate	Criselda	I.	EDBL-MSED		1162
Castro	Alexandra		CE-MSED		1162
Castro	Timothy		SPL-MA		1162
Castro	Yeskeila		SW-MSW	SW3YR	1162
Cerezo	Cristina		CE-MSED		1162
Cernaro	Rosalie	M	CE-MSED	GUID&COUN	1162
Cesario	Rebecca		REC-MSED	THERARECM	1162
Cezar	Ma. Janelle		SPETE-MSED	ELYCHLHDDC	1162
Chavez	Michael	E	BUS-MS	FINANCE	1162
Checo	Pedro	Gabriel	BUS-MS	INTRNTLBUS	1162
Cherry	Carla	Michele	LT-MSED		1162
Chiarulli	Jenna		ACC-MS		1162
Chibuko	Chinenye	J	BUS-MS	FINANCE	1162
Chidiebere	Ajaere	Anseler	FNP-MS		1162
Chowdhury	Saba		CE-MSED	GUID&COUN	1162
Clark	Michelle	A.	FNP-MS		1162
Clermont	Danielle		EDBL-MSED		1162
Colasuonno	Andrew	P	HEA-MSED		1162
Collado	Kristina	Michelle	ECEBI-MSED		1162
Collado	Shira		LS-MSED		1162
Collareta	Jamie	L	HEA-MSED		1162
Comlan	Agossou		MATH-MA		1162
Corda	Michele		FNP-ADVCR		1162



Cornejo	Tania	E	FNP-MS		1162
Coronado	Mario	D	CE-MSED	GUID&COUN	1162
Corporan	Harold	N	CE-MSED	GUID&COUN	1162
Coulibaly	Aminata		FNP-MS		1162
Court	Brenda	L	BIO-MA	TUTORIAL	1162
Cousins	Briana		PH-MPH		1162
Crichlow	Veronica	H	CE-MSED	GUID&COUN	1162
Cruz	Francis	Marie	EDBL-MSED		1162
Cudjoe	Edinam	A	FNP-MS		1162
Cuevas	Joandri		BUS-MS	FINANCE	1162
D'Onofrio	Keri		BUS-MS	HUMANREC	1162
Dale	Kimberley	S	SW-MSW	SW3YR	1162
Damour	Queenna	Emma	PH-MPH	CMPHHE	1162
Davis	Trinese		CE-MSED	GUID&COUN	1162
Dawes	Carolyn	A	LITSE-MSED		1162
De Jesus	Erica		CE-MSED		1162
De Jesus	Melissa		ECEBI-MSED		1162
De La Rosa	Ana	P	SPED-MSED	CHLDDGBIL	1162
De los Rios Morale	Ximena		SPL-MA		1162
DeLucia	Harold	J	HEA-MSED		1162
DeLuna	Crisfanny		BUS-MS	FINANCE	1162
DePompeis	Christina		LS-MSED		1162
Decena	Manuel		BUS-MS	HUMANREC	1162
Deci	Alketa		FNP-MS		1162
Deegan	Catherine	A	SW-MSW	SW2YR	1162
Dejesus	Josephine		CE-MSED	GUID&COUN	1162
Depippo	Alfonso		SST-MA		1162
Diaz	Joskary		SW-MSW	SW2YR	1162
Doherty	Dawn		SPETE-MSED	ELYCHLHDDC	1162
Donaldson	Troy	C	SEA-MSED		1162
Durkin	Briana		LS-MSED		1162
Eastmond-Chapm	Sheila		FNP-MS		1162
Edge	Kallie		CE-MSED	GUID&COUN	1162
Egyir	Belinda	Allotey	AHN-MS		1162
Elsayed Mohamad	Lina		GIS-MS		1162
Eromosele	Izehi		FNP-MS		1162
Escudero	Cynthia	S	SPED-MSED	CHLDEDBILS	1162
Espada-Esposito	Cristi	J	SPL-MA		1162
Espertin	Karina		CE-MSED	GUID&COUN	1162
Essel	Sarah		MU-MAT		1162
Farrakhan	Halima		SW-MSW	SW1YR	1162
Febres	Pedro	Luis	CE-MSED	GUID&COUN	1162
Feinman	Jessica	Lynn	SPL-MA		1162

Feliz	Marcia		EDBL-MSED		1162
Fermin	Laura	Y	SPETE-MSED	EYCHLHDBID	1162
Fernandes	Nicole		EDD-ADVCRT		1162
Fernandez	Judyth		SW-MSW	SW1YR	1162
Fernandez	Lizvian		TESOL-MSED	TESOLS1	1162
Fernandez	Luis	A	SPED-MSED	CHLDDGBIL	1162
Fernandez	Vilomar		BUS-MS	FINANCE	1162
Ferreira Parker	Simone	D	FNP-MS		1162
Ferreyra	Eduardo	M	HEP-MA		1162
Figueroa	Victor	J	SW-MSW	SW1YR	1162
Fleming	Tesean	Maurice	EDBL-MSED		1162
Fletcher	Shamika	N	CE-MSED		1162
Florencio	Elizabeth		TESOL-MSED	TESOLS1	1162
Florio	John	J	SST-MA		1162
Foley	Brienne		SPL-MA		1162
Fox	Maria-Elena		HEP-MA		1162
Foye	Stacey		FNP-MS		1162
Frias	Michelle	N	SPL-MA		1162
Frias	Wianna	M	SW-MSW	SW3YR	1162
Fuentes	Bellkis	S	SPL-MA		1162
Gaddy	Sahara	N	ECE-MSED		1162
Gentile	Joseph		TEMC56-AC		1162
Gomez	Milky	P.	CE-MSED	GUID&COUN	1162
Gonzalez	Brenda	E	SW-MSW	SW1YR	1162
Gonzalez	Meagan	M	CE-MSED		1162
Gonzalez	Milagros		SW-MSW	SW1YR	1162
Goodlett	Shiane		CE-MSED	GUID&COUN	1162
Gottlieb	Michael	S	FNP-MS		1162
Green	Michelle	H	REC-MSED	PARKADMIN	1162
Greenspan	Sasha	R	SW-MSW	SW1YR	1162
Grullon	Marina	A	SW-MSW	SW2YR	1162
Guerrero	Vincent	R	CE-MSED	GUID&COUN	1162
Gulenyan	Marjorie		SW-MSW	SW2YR	1162
Hale	Michael	D	ACC-MS		1162
Hamlin	Peter	J	ART-MFA		1162
Han	Junga		FNP-MS		1162
Haynes	Anisha		ECE-MSED		1162
Haynes	Ashley		ECE-MSED		1162
Headrick	Juliet	E	ENG-MA	COMPOSIT	1162
Heft	Kali		ENG-MSED		1162
Heilig	Jennifer		SPED-MSED		1162
Henriquez	Ana	J.	CE-MSED		1162
Hernandez	Arlene		SPED-MSED		1162

Hernandez	Cathy		SPETE-MSED	EYCHLHDBID	1162
Hernandez	Herbert	U	ACC-MS		1162
Hernandez	Jessica	Renee	TESOL-MSED	TESOLS2	1162
Hernandez	Nadia		EDBL-MSED		1162
Houtchens	Julianne	E	NUTR-MS		1162
Howard	Jeremy	P	SEA-MSED		1162
Hudson	Britney		SW-MSW	SW1YR	1162
Hunt	Jacqueline	M.	SE-MSED		1162
Hutchinson	Joshua	B	SW-MSW	SW2YR	1162
Ifill	Rachelle		FNP-MS		1162
Inoyatov	Mira		FNP-MS		1162
Isso	Fatimatou	I	BUS-MS	FINANCE	1162
Izaguirre	Alex	M	SST-MA		1162
Jackson	Chantel	K	MAT-MSED	MAT5-9	1162
Jacome	Letty	M	HEA-MSED		1162
Javier	Anilda		SPED-MSED		1162
Jennifer	Allsopp	D	FNP-MS		1162
Jocelin	Vicky		SW-MSW	SW2YR	1162
Johnson	Denett	D	LS-MSED	EARLYCHLHM	1162
Johnson	Kevin		MATH-MA		1162
Johnson	Vanesse	S	SW-MSW	SW1YR	1162
Jones	Lorisa	D	SW-MSW	SW3YR	1162
Jung	Eunsil		FNP-MS		1162
Justin	Cindy	C	SW-MSW	SW1YR	1162
Kajtazi	Violeta		BE-ADVCRT	BES2	1162
Kamal	Marina	Sami	BIO-MA	TUTORIAL	1162
Kamara	Dickson		ACC-MS		1162
Karas	Irene		SPL-MA		1162
Kelson	Shakeya		BUS-MS	FINANCE	1162
Kelzougana Mama	Souleymane		MATH-MA		1162
Kerr	Nadine	N	CE-MSED		1162
Khan	Bibi	Yasmin	SW-MSW	SW1YR	1162
Klarfeld	Leiat		CE-MSED	GUID&COUN	1162
Kochin	Elena		NUTR-MS		1162
Krempasky	Chance		FNP-ADVCRT		1162
Kryeziu	Luan		SST-MA		1162
Kumpf	Kristine	Michele	HIS-MA		1162
Lafleur	Nathalie		CE-MSED		1162
Langan	Maura	A	EDBL-MSED		1162
Lebron	Sonia	Ivelisse	SW-MSW	SW2YR	1162
Lehki	Halyna		MAT-ADVCRT		1162
Lehner-Quam	Alison	Lynn	ECE-MSED		1162
Leidemer	Kassandra	R	SE-MSED	SES2	1162

Lemon	Nordia	K	MATH-MA		1162
Leon	Sharon	R	MAT-MSED	MATH7-12	1162
Leslie	Shanell	Marie	ELE-MSED		1162
Lim	Miok		FNP-MS		1162
Limov	Beth		AEL-ADVCRT		1162
Logan	Sherheba	N	BUS-MS	HUMANREC	1162
Lora	Nancy	M	SPETE-MSED	EYCHLHDBID	1162
Lowe	Allison		HEP-MA		1162
Lugo	Glennys		SW-MSW	SW2YR	1162
Mangan	Nicholas	M	HEA-MSED		1162
Marrero Pimentel	Arlette	Giselle	SW-MSW	SW1YR	1162
Marte	Francisco	E	BUS-MS	FINANCE	1162
Marte	Leonela	J	SW-MSW	SW1YR	1162
Marte	Luz	A	CE-MSED		1162
Martinez	Melannie	E	SEAC-MSED	ACS2	1162
Martinez	Rafael	A	SPA-MA		1162
Martins	Kevin	A	CE-MSED	GUID&COUN	1162
Mathison-Dixon	Esther	B.	SW-MSW	SW2YR	1162
McClain	Courtney	Rai	CE-MSED	GUID&COUN	1162
McCrink	Kathleen	A	FNP-MS		1162
McGrath	Michael	P	EDBL-MSED		1162
McGuire	Christine	A	SECAC-MSED		1162
McKinnon	Tossica	Tekeish	FNP-MS		1162
McLemore	Ashley		HEP-MA		1162
Mccarthy	Pamela		SPL-MA		1162
Mcgrath	Noeleen	S	SPED-MSED	SEDU	1162
Mcnally	Lisa		SSTAC-MA		1162
Medina	William		ACC-MS		1162
Mejia	Sonia	E	ACC-MS		1162
Melendez	Elizabeth		SW-MSW	SW3YR	1162
Mercedes	Nelly	Ann	CE-MSED		1162
Merchan	Digna	E	SW-MSW	SW1YR	1162
Merget	Philip	Joseph	HEA-MSED		1162
Meyers	Katie	P	SW-MSW	SW1YR	1162
Miguel	Elizabeth		CE-MSED	GUID&COUN	1162
Mimnaugh	Shanna	M	SW-MSW	SW1YR	1162
Minogue	Julie		FNP-MS		1162
Miscioscia	Allyson		CE-MSED		1162
Misho	Elona		SPED-MSED	SEDU	1162
Mitarai	Kumiko	Ingrid	SPL-MA		1162
Molina-Rikhy	Shelley	E	TESOL-MSED	TESOLS2	1162
Monforte	Paulette		CE-MSED	GUID&COUN	1162
Montas	Jennifer		HEP-MA		1162

Montero	Kelvin		SW-MSW	SW1YR	1162
Moore	Amy	L	SW-MSW	SW2YR	1162
Moore	Christine	V	CE-MSED	GUID&COUN	1162
Morales	Carmen	Y	SW-MSW	SW3YR	1162
Morales	Juan	R	TESOL-MSED	TESOLS2	1162
Morenzi	Melissa	R.	SW-MSW	SW2YR	1162
Moritz	Ada		SW-MSW	SW2YR	1162
Muhammad	Sabree		CE-MSED	GUID&COUN	1162
Mujenyi	Sima	Joan	SW-MSW	SW2YR	1162
Murti	Anuradha		SPL-MA		1162
Narvaez	Betzaida		ITS-ADVCRT	SEQ2SPED	1162
Natale	Diana	M	CE-MSED		1162
Nicholas	Cashmilla	C	FNP-MS		1162
Nieves	Elizabeth		CE-MSED	GUID&COUN	1162
Nivar	Emmanuel	J	SW-MSW	SW1YR	1162
Nnaji	Udochukwu	B	CE-MSED		1162
Nogbou	Linda	T	BUS-MS	FINANCE	1162
Norman	Charmaine		SW-MSW	SW1YR	1162
Nwabueze	Ritachi	C	CE-MSED	GUID&COUN	1162
Nwogu	Ugonwa	N	SPETE-MSED	ELYCHLHDDC	1162
O'Connor	Shannon	R	ENG-MSED		1162
Obasuyi	Joy		SW-MSW	SW3YR	1162
Ocampo	Viviana	S	ENG-MA	LITERATURE	1162
Ogunyomi	Fisayo	A	FNP-MS		1162
Olavarria	Amara	Aliza	CE-MSED	GUID&COUN	1162
Olusoji	Abimbola	E.	MA-ADVCRT		1162
Olusoji	Christian		SW-MSW	SW1YR	1162
Omotoso	Felicia		ECE-MSED		1162
Ordonez Cardenas	Paola	Magali	SPA-MA		1162
Orengo	Diane		SW-MSW	SW3YR	1162
Oriol	Raquel		PH-MPH		1162
Ortiz	David		SW-MSW	SW3YR	1162
Ortiz	Isabel		CE-MSED	GUID&COUN	1162
Ortiz	Jenifer		SW-MSW	SW3YR	1162
Ortiz	Kirsis	P	ACC-MS		1162
Osam	Maxwell		MU-MAT		1162
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Osei-owusu	Henrietta		FNP-MS		1162
Oubssis	Layla		SPL-MA		1162
Paez	Romulo		SPA-MA		1162
Paljevic	Linda		ACC-MS		1162
Palmiere	Lauren	M	LS-MSED	EARLYCHLHM	1162
Paniagua	Katie		BUS-MS	HUMANREC	1162

Pantojas	Norma	Iris	EDBL-MSED		1162
Panyko	Andrew		MAT-MSED	MATH7-12	1162
Parkey	Carole		EE-ADVCRT		1162
Parra	Dayana	Julieth	MAT-MSED		1162
Pasterczyk	Jamie		EDBL-MSED		1162
Paulino	Berenice		SPED-MSED	CHLDDGBIL	1162
Paulino	Vanessa		SPETE-MSED	EYCHLHDBID	1162
Pavilus	Magdalene		FNP-MS		1162
Pearson	Melissa		SW-MSW	SW2YR	1162
Peart-Johnson	Ruth	M	FNP-MS		1162
Peguero	Juana	F	SW-MSW		1162
Peguero	Maria	Antonia	EEB-MSED		1162
Pena	Aurisis		CE-MSED		1162
Perera	Anna	U	SW-MSW	SW3YR	1162
Perez	Henry		REC-MSED	PARKADMIN	1162
Perez	Natalie		TESOL-MSED	TESOLS1	1162
Persaud	Govindra		HEP-MA		1162
Peters	Julio	N	PH-MPH		1162
Phillips	Kacia	Y	SW-MSW	SW2YR	1162
Pinto III	Edmund	G	BUS-MS	HUMANREC	1162
Pitula	Elizabeth		ELE-MSED		1162
Polanco	Wendy		CE-MSED		1162
Polloshka	Benita		BUS-MS	HUMANREC	1162
Porricelli	Matthew		EDBL-MSED		1162
Porter	Sasha-gay	T	TESOL-MSED	TESOLS1	1162
Portnoy	Mark	A	SW-MSW	SW3YR	1162
Prieto	Isabel	A	ELE-MSED		1162
Quirine	Dana		CE-MSED	GUID&COUN	1162
Rainford	Kerry	P	BUS-MS	HUMANREC	1162
Rameau	Patricia		SW-MSW	SW3YR	1162
Ramirez	Archie		CE-MSED		1162
Ramjattan	Ryan	A	BUS-MS	FINANCE	1162
Remigio	Samantha	J.	ACC-MS		1162
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Reyes	Jason	Bernard	EDBL-MSED		1162
Reyes	Jennifer		EDBL-MSED		1162
Reyes	Wendy	T	FNP-MS		1162
Rivera	Glenda		CE-MSED	GUID&COUN	1162
Rivera	Nicholas	R	ACC-MS		1162
Rivera-Oquendo	Debra	A	FNP-MS		1162
Rivers	Tasia	M	BUS-MS	FINANCE	1162
Roche	Jennifer		SW-MSW	SW1YR	1162
Rodriguez	Adrianny	A	SPETE-MSED	EYCHLHDBID	1162

Rodriguez	Christina		SPED-MSED	SEDU	1162
Rodriguez	Diana		NUTR-MS		1162
Rodriguez	Helga	L	BUS-MS	FINANCE	1162
Rodriguez	Jennifer		SPED-MSED	CHLDDGBIL	1162
Rodriguez	Miguel	A	SW-MSW	SW1YR	1162
Rohle	Christopher		HEA-MSED		1162
Rojas	Vianny		EDBL-MSED		1162
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Rose	Tracey		FNP-MS		1162
Rose	William	G	TESOL-MSED	TESOLS1	1162
Rowley	Ailish		LS-MSED	EARLYCHLHM	1162
Rubio	Jose	M	SW-MSW	SW3YR	1162
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Rudd	Lordia		HEP-MA		1162
Sabblah	Genevieve		SW-MSW	SW3YR	1162
Saint-Hilaire	Angelica	Maria	LS-MSED	EARLYCHLHM	1162
Sammons	Brandy	J	FNP-ADVCRT		1162
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Sanchez	Jennifer		BUS-MS	HUMANREC	1162
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Santana	Carolyn	Jamill	CE-MSED	GUID&COUN	1162
Santiago	Crystal	L	CE-MSED	GUID&COUN	1162
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Sanusi	Taiwo	M	FNP-MS		1162
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Seminario	Paulo	R	CE-MSED	GUID&COUN	1162
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Simone	Matthew		REC-MSED	PHYEDTE	1162
Sinanaj	Seneha	N	TESOL-MSED	TESOLS1	1162
Singh	Cindy	N	SW-MSW	SW3YR	1162
Slattery	Colleen		LT-MSED		1162
Small	Michelle	M	FNP-MS		1162
Small-Clarke	Viletha	C	FNP-MS		1162
Smith	Sheryllyn	Shontis	ELE-MSED		1162
Soles	Donell		CE-MSED	GUID&COUN	1162
Solis	Kelly		SW-MSW	SW2YR	1162
Soriano	Julissa	Y	EDBL-MSED		1162

Sow	Issiaka		MATAC-MSED		1162
Soychak	Rachel	A	SPED-MSED	SEDU	1162
Spencer	Tiffany	K	CE-MSED		1162
Spillane	Shannon		CE-MSED	GUID&COUN	1162
Spina	Anthony	E	FNP-MS		1162
Spivey	Renee		SW-MSW	SW3YR	1162
Springer	Tiffany	C	SW-MSW	SW1YR	1162
Starks	Aronda		PH-MPH		1162
Steakin	Ashley		SW-MSW	SW1YR	1162
Stewart	Agnes		FNP-MS		1162
Striggles	Patricia		REC-MSED		1162
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Stuebe	Patricia	S	SPED-MSED		1162
Tabares	Daniela		CE-MSED	GUID&COUN	1162
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Tang	Angela		CMS-MS		1162
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Tharkur	Simone		ENG-MSED		1162
Toolsee	Omawattie	Davie	CE-MSED	GUID&COUN	1162
Torres	Christine	E	ELE-MSED		1162
Twum	Isaac		PH-MPH		1162
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Valentin	Victoria	R	CE-MSED	GUID&COUN	1162
Vargas	Lisa	E	CE-MSED		1162
Varillas	Melanie		ACC-MS		1162
Vega	Maria	L	LS-MSED	EARLYCHLHM	1162
Vega-Olan	Evelyn	I	SPETE-MSED	ELYCHLHDDC	1162
Velazquez	Brittany		EDBL-MSED		1162
Ventura	Rosemary		SW-MSW	SW3YR	1162
Veras	Jorge		MATH-MA		1162
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Villegas	Manuel		SST-MA		1162
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Wechsler	Matthew	Scott	EDBL-MSED		1162
Weir	Nicole		LS-MSED	EARLYCHLHM	1162
Whelan	Kathleen	Marie	SPETE-MSED	ELYCHLHDDC	1162
Williams	Ato	A	SW-MSW	SW2YR	1162
Williams	Avid		MU-MAT		1162
Williams	Kendra	Octavia	EDBL-MSED		1162
Williams Jr.	Joseph		CE-MSED	GUID&COUN	1162



Wilson	Willie		ACC-MS		1162
Wise	Louis	S.	SW-MSW	SW2YR	1162
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Yepes	Mayra	A	MATAC-MSED		1162
Yoda	Salamata		FNP-MS		1162
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Abidin	Nancy		SWK-BA		1162
Abreu	Jessica	L	SPEA-BA		1162
Addarich	Giovanni	R	HIS-BA		1162
Agosto	Sabrina		SWK-BA		1162
Agramonte	Jocelyn	J	SOC-BA	GEN-SOC	1162
Aguilar	Nelly		LAC-BA		1162
Ahmed	Jasim		ECO-BA	FINECO	1162
Ahmed	Jasim		POL-BA		1162
Akins	Efemena		SWK-BA		1162
Alfaro	Julio	C	POL-BA		1162
Alfaro	Julio	C	PSY-BA		1162
Ali	Muzna		PSY-BA		1162
Ali	Selma		SWK-BA		1162
Alicea	Damaris		SOC-BA	GEN-SOC	1162
Alix	Julio		LIN-BA		1162
Alix	Julio		PSY-BA		1162
Ally	Alesha		SOC-BA	GEN-SOC	1162
Almanzar	Lawrence		BIO-BA	BIO70CR	1162
Almanzar	Selena	L	SPEA-BA		1162
Altamirano	Maria	G	SPEA-BA		1162
Alvarez	Yaritza		PSY-BA		1162
Amabley	Laud	O	BIO-BA	BIO70CR	1162
Ameer	Neonne		HIST-BA	MHSEHB	1162
Amoama	Claudia	E	BIO-BA	BIO70CR	1162
Amurani-Phiri	Diana		SOC-BA	GEN-SOC	1162
Anderson	Malcolm	M	BIO-BA		1162
Andres	Maite		ENG-BA	LITERATURE	1162
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Aquino	Jo-Marie		SPEA-BA		1162
Aronberg	Adam	E	POL-BA		1162
Artavia	Carmen	M	PSY-BA		1162
Asamoah	Kwame	O	SWK-BA		1162
Asan	Jessica	R	SWK-BA		1162
Asare	Maxwell		BIO-BA	BIO70CR	1162

Ashley	Dennis		PHIL-BA	ETH-PUBPOL	1162
Astacio	Siomerquis		SPEA-BA		1162
Avalos	Calvin		ENG-BA	LITERATURE	1162
Aviles	Desiree	J	PSY-BA		1162
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Baez Santos	Natalia	M.	SWK-BA		1162
Baksh	Fadilah		SPEA-BA		1162
Ballesteros	Noemi		SOC-BA		1162
Ballista	Coralie		SWK-BA		1162
Bangura	Salamatu		PSY-BA		1162
Barber	Ebony	C	MCS-BA		1162
Barker	Tiffany		FILMTV-BA	FILM	1162
Barrett	Shyrl	A	SWK-BA		1162
Barroso	Anibal		PHIL-BA	ETH-PUBPOL	1162
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Bartholomew	Jamie	R	HIST-BA	MHSEHB	1162
Batista	Mayra	J	SOC-BA	GEN-SOC	1162
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Bean	Latisha		SWK-BA		1162
Beato	Marilene		SOC-BA	GEN-SOC	1162
Beauchamp	Sentina		SOC-BA	GEN-SOC	1162
Beco	Raisa	J	BIO-BA	BIO70CR	1162
Begley	Brianne	C	ENG-BA	LITERATURE	1162
Belinschi	Vadim		BIO-BA	BIO70CR	1162
Benitez	Francesca	Iris	SOC-BA		1162
Bentley	William	E	ART-BA	PAINT-BA	1162
Benyi	Maxwell		BIO-BA	BIO70CR	1162
Bernasconi	Alexandra	F	SOC-BA	GEN-SOC	1162
Bisceglia	Britney		SPEA-BA		1162
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Bodden	Bryan	B	SWK-BA		1162
Bonilla	Rafael	G	SOC-BA		1162
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Borja Armas	Victor	D	PHIL-BA		1162
Borrero	Jazmine	E	PSY-BA		1162
Borrero	Judith	A	SPEA-BA		1162
Bosch	Melissa	A	SOC-BA	EDSOCINEQU	1162
Boyers	Heather		SWK-BA		1162
Bracero	Melissa		SWK-BA		1162
Bradley	Angelique	M	SWK-BA		1162
Braswell	Katie	R	SWK-BA		1162
Breary	Donna	M	SWK-BA		1162

Brennan	Ashley	A	SOC-BA	GEN-SOC	1162
Brown	Nicole	A	MMJ-BA	BROMEDTRA	1162
Burgos	Eliana		SOC-BA	GEN-SOC	1162
Burton	Simone		FILMTV-BA	FILM	1162
Bush	Pheebe Ashlei		BIO-BA	BIO70CR	1162
Cabrera	Arelys		LAC-BA		1162
Calixto	Oliva		SOC-BA		1162
Calle	Ruby		SPA-BA		1162
Campos	Michelle		MMS-BA	ORALCOMPR	1162
Campoverde	Miriam	V	SWK-BA		1162
Campuzano	Melina	N	SPEA-BA		1162
Canzoniero	Kathleen	E	SOC-BA	GEN-SOC	1162
Carabajo	Lissa		ART-BA	STUDIO-BA	1162
Carabajo	Lissa		PSY-BA		1162
Caraballo	Lisa		MHCANT-BA		1162
Caraballo	Lisa		MHCPSY-BA		1162
Cardi	Samantha	J	MAT-BA		1162
Caridad	Victoria		SOC-BA	EDSOCINEQU	1162
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Carter	Whitley	J	PSY-BA		1162
Carty	Samantha	M	POL-BA		1162
Casado	Caitlin	G	THE-BA		1162
Castillo	Alicia	D	SOC-BA	EDSOCINEQU	1162
Castillo	Ashley	D	BIO-BA	BIO70CR	1162
Castillo	Carolina		ENG-BA	LITERATURE	1162
Castillo	Patricia	D	PSY-BA		1162
Cayetano	Alexus		ENG-BA	CREATWR	1162
Celestino	Denise		PSY-BA		1162
Cepeda	Neysi		SPEA-BA		1162
Cesar	Aracelys		SWK-BA		1162
Cesar	Hemily		SWK-BA		1162
Cesin Campusano	Jorge	Alberto	SOC-BA	GEN-SOC	1162
Charlton	Lisa	M	SWK-BA		1162
Chaudhry	Sahir		BIO-BA	BIO70CR	1162
Chavez	Anny	E	SOC-BA	GEN-SOC	1162
Chavez	Maritza		SOC-BA	EDSOCINEQU	1162
Choudhury	Bushra		SPEA-BA		1162
Chumo	Mercy	C	POL-BA		1162
Ciccone	Cynthia	M	ART-BA	CERAMIC-BA	1162
Cintron	Latisha		SWK-BA		1162
Cleary-Burke	Andrew		ACC-BA	ACC42CR	1162
Collado	Nashaly		SOC-BA	EDSOCINEQU	1162
Collins	Rachel		SWK-BA		1162

Colon	Christine	A	SOC-BA	EDSOCINEQU	1162
Colon	Jessica	M	ARH-BA	ARTHIST	1162
Comerie	Nykia		SOC-BA	GEN-SOC	1162
Concepcion	Stephanie		SWK-BA		1162
Consuegra	Mariela		PSY-BA		1162
Contreras	Dallana	Georgin	SWK-BA		1162
Contreras	Jarolyn		SOC-BA	GEN-SOC	1162
Cook-Loshilov	Nadia	H	MHCPHY-BA		1162
Cook-Loshilov	Nadia	H	MHCPHY-BA		1162
Coradin Hernande	Angela		PSY-BA		1162
Cordero	Hector	Miguel	PSY-BA		1162
Cordova	Nicole		SOC-BA	EDSOCINEQU	1162
Coronel	Michelle		SOC-BA	GEN-SOC	1162
Corporan	Rickey		POL-BA		1162
Coss	Karina		SOC-BA		1162
Cruz	Christopher	A	ENG-BA	LITERATURE	1162
Cruz	Daniela		MMJ-BA	BROMEDTRA	1162
Cruz	Jonathan		SOC-BA	EDSOCINEQU	1162
Cruz Troche	Carlean		SOC-BA	GEN-SOC	1162
Cuello	Maximo	A	SOC-BA	GEN-SOC	1162
Cunningham	Valerie		SOC-BA	GEN-SOC	1162
Cupid	Junette		SPEA-BA		1162
Curtis	Sarah		LPR-BA		1162
Daisley	Chynise		SPEA-BA		1162
Daniels	Tanisha		SWK-BA		1162
Darden	Courtney		DANC-BA		1162
Daughtry	Herbert	F	SWK-BA		1162
Dauphin	Ann-marie		PSY-BA		1162
David	Gloria		SOC-BA	GEN-SOC	1162
Davis	Gurleecia		SWK-BA		1162
De Jesus	Stephanie		SOC-BA	GEN-SOC	1162
De La Cruz	Desiree	O	BIO-BA	BIO70CR	1162
De La Rosa	Kenia		SWK-BA		1162
De La Torre	Exon		SWK-BA		1162
De Luna	Abrian		ENG-BA	PROFWRIT	1162
De Pinho Barros V	Ana		SOC-BA	EDSOCINEQU	1162
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Del Valle	Zuleyma	E	SOC-BA	EDSOCINEQU	1162
Del Villar	Irene		SPEA-BA		1162
Delacruz	Bradley		HIST-BA	MHSEHB	1162
Delgado	Blanca	C	SOC-BA	GEN-SOC	1162
Delmonte	Jonathan		FILMTV-BA	TV	1162
Deveau	Samantha		SWK-BA		1162

DiLorenzo	Ariana	Simone	ENG-BA	PROFWRIT	1162
Diallo	Maimouna		POL-BA		1162
Diaz	Arolina		PSY-BA		1162
Diaz	Christy	I	SOC-BA	GEN-SOC	1162
Diaz	Jocelyn		PSY-BA		1162
Diaz	Kisha		SOC-BA	EDSOCINEQU	1162
Diaz	Massiel		ENG-BA	LITERATURE	1162
Diaz Garcia	Rosa	V	SPEA-BA		1162
Diaz Gochez	Whitney		MHC BIO-BA		1162
Dominguez	Damaris		SOC-BA	GEN-SOC	1162
Dominguez	Grace	S	SOC-BA	EDSOCINEQU	1162
Dominguez	Luisa		FILMTV-BA	TV	1162
Dominguez	Stephanie		SOC-BA	GEN-SOC	1162
Dommer	Erika	L	ART-BA	STUDIO-BA	1162
Doumah	Alradh	A	ENG-BA	LITERATURE	1162
Dowery	Brian		ECO-BA	FINECO	1162
Dubin	Charlene		THE-BA	ACTING	1162
Dubois	Imani		PSY-BA		1162
Duff	Khaliah		FILMTV-BA	TV	1162
Dugue	Jean Paul		SWK-BA		1162
Durgah	Samantha		SOC-BA	EDSOCINEQU	1162
Elliott	Patricia		SWK-BA		1162
Encarnacion	Melissa		SPEA-BA		1162
Epps	Dedrea		ACC-BA	ACC42CR	1162
Escalante	Steffanie		SWK-BA		1162
Espada	Luis		HIS-BA		1162
Espejo	Tanya		PSY-BA		1162
Espinobarros	Jessica		PSY-BA		1162
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Ewan-Crowder	Charmain	D	ACC-BA	ACC42CR	1162
Fagan	Kelsee	K	PSY-BA		1162
Failey	Brandie		ENG-BA	LITERATURE	1162
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Feigenbaum	Gidon		HIS-BA		1162
Fernandez	Aileen		HIS-BA		1162
Fernandez	Aileen		ANT-BA		1162
Fernandez	Shanitta	A	SWK-BA		1162
Fields	Tiffany	C	POL-BA		1162
Figueroa	Frances	T	SOC-BA	GEN-SOC	1162
Fleming	Justice Joan M		SWK-BA		1162
Flores	Laura	J	LAC-BA		1162
Flowers	Jamar	S	PSY-BA		1162

Flynn	Nicole	A	SWK-BA		1162
Foerster	Chloe		SPEA-BA		1162
Fordyce	Joseph		ECO-BA	ECO34CR	1162
Francis	Rena	T	SOC-BA	EDSOCINEQU	1162
Francisco	Jinny		SDS-BA		1162
Francois	Isadora		SPEA-BA		1162
Frazer	Lincoln	M	SOC-BA	GEN-SOC	1162
Frederick	Nina-Symone		PSY-BA		1162
Freeland	Shade	L	AAS-BA		1162
Freeman	Joshua	J	MCS-BA		1162
Galloway	Jessica	S	AAS-BA		1162
Gamez	Alba		SOC-BA	GEN-SOC	1162
Garcia	Ivanna	L	SOC-BA	GEN-SOC	1162
Garcia	Louis	M	ECO-BA	ECO34CR	1162
Garcia	Michelle		SWK-BA		1162
George	Adrienne	N	PSY-BA		1162
Georgiades	Nicolette	D	ES-BA		1162
Gil	Roberto		POL-BA		1162
Gillard	Tashanna	A	SWK-BA		1162
Gomez	Catherine	D	SOC-BA	GEN-SOC	1162
Gomez	Claribel		PSY-BA		1162
Gomez	Rinaldy		ES-BA		1162
Gomez Sanchez	Lisbeth	Arquida	BIO-BA	BIO70CR	1162
Gonzalez	Diana		PSY-BA		1162
Gonzalez	Genesis		ARH-BA	ARTHIST	1162
Gonzalez	Kenneth		SWK-BA		1162
Gonzalez	Melissa		PSY-BA		1162
Gonzalez	Naiomie		MATTE-BA		1162
Gonzaque	Michel	M	LAC-BA		1162
Gordon	Gonslee		SWK-BA		1162
Gordon	Marvisha	R	SWK-BA		1162
Gordon	Shekoya	A	DANC-BA		1162
Grateraux	Roseanne	O	SPEA-BA		1162
Gratien	Karen		SPEA-BA		1162
Green	Amanda	C	PSY-BA		1162
Green	Amanda	C	SOC-BA	GEN-SOC	1162
Green	Tyla	A	SOC-BA	GEN-SOC	1162
Greene	Tatiana	I	PSY-BA		1162
Grullon	Melvin		BIO-BA	BIO53CR	1162
Guerrero	Oneil		ENG-BA	CREATWR	1162
Gutierrez	Suhely	M	PSY-BA		1162
Guzman	Berenice		SOC-BA	GEN-SOC	1162
Guzman	Yobana		PSY-BA		1162

Haigler	Brittney		SOC-BA	GEN-SOC	1162
Halpern	Joanna		PHIL-BA	ETH-PUBPOL	1162
Hankins	Qiana		POL-BA		1162
Hansen	Elizabeth	R	HIS-BA		1162
Hanson	Rochelle		SWK-BA		1162
Harris	Kacy		SWK-BA		1162
Hartley	Francine		PSY-BA		1162
Henderson	Breana		POL-BA		1162
Hernandez	Jonathan		MAT-BA		1162
Hernandez	Madeleine		ENG-BA	LITERATURE	1162
Hernandez	Stephanie		SWK-BA		1162
Hernandez	Stephanie		MMJ-BA	JOURNLSMTR	1162
Hernandez	Yaliza		SOC-BA	GEN-SOC	1162
Hernandez	Yelida		SPEA-BA		1162
Hernandez Balcac	Amauris	Felix	ART-BA	STUDIO-BA	1162
Hidalgo	Jose	D	HIST-BA	MHSEHB	1162
Holloman	Dominique		JOURNAL-BA	JOURNALISM	1162
Humphrey	Alicia	N	SOC-BA	GEN-SOC	1162
Hunt Reynoso	Jeritza	T	ART-BA	STUDIO-BA	1162
Hunter	Nakia	C	SOC-BA	GEN-SOC	1162
Hutchins	Michael	Katrell	PSY-BA		1162
Hyatt	Krystle		SPEA-BA		1162
Hylton	Te'shay		SOC-BA	GEN-SOC	1162
Iarossi	Nicole	M	MMJ-BA	PRNTMEDTR	1162
Iddrisu	Nazira		SOC-BA	GEN-SOC	1162
Idhe	Avinoam		MMJ-BA	PRNTMEDTR	1162
Ijaz	Madieah		SPEA-BA		1162
Infante	Lisa	J	SWK-BA		1162
Ingram	Lakia	T	ENG-BA	LITERATURE	1162
Irizarry	Jasmine		SPEA-BA		1162
Iroche	Miriam		PSY-BA		1162
Irrizarri	Grismaldi		SOC-BA		1162
Isidor	Zenith	Y	SWK-BA		1162
Islam	Badar		PHIL-BA	ETH-PUBPOL	1162
Islam	Priom		MHC POL-BA		1162
Ivanauskas	Gediminas		PSY-BA		1162
Jacoi	Robert	T	FILMTV-BA	TV	1162
Jacob	Christeena		BIO-BA	BIO70CR	1162
James	Nericka	T	SOC-BA	GEN-SOC	1162
Jamin	Karen	A	HIS-BA		1162
Jaskulek	Brandon		MAT-BA		1162
Jayawardena	Rushini	K	PSY-BA		1162
Jean	Brittany		SPEA-BA		1162

Jeffers	Kettisha		ENGED-BA	MHSEE	1162
Jimenez	Cristian		SOC-BA	EDSOCINEQU	1162
Jimenez	Jasmaylyn	M	SWK-BA		1162
Jimenez	Pamela		SWK-BA		1162
Johns	Blossom	O	HIS-BA		1162
Johnson	Angelena		SOC-BA		1162
Johnson	Jaquelyn	V	ENG-BA	LITERATURE	1162
Johnson	Tihirah	R	AAS-BA		1162
Jones	Akinwunmi		SOC-BA	GEN-SOC	1162
Jones	Alexis	D	SWK-BA		1162
Joseph	David	M	SWK-BA		1162
Joseph	Lourdes	E	SWK-BA		1162
Kaiser	Mahedi		COMSC-BA		1162
Kane	Mahoua		BIO-BA	BIO70CR	1162
Karawa	Nina	G	SWK-BA		1162
Kelly	Bidget		ENG-BA	HONPROFWRI	1162
Kelly	Bidget		POL-BA		1162
Kerson	Tamra		SPEA-BA		1162
Khan	Amy		SOC-BA	GEN-SOC	1162
King	Marjorie		POL-BA		1162
King	Tomika		SOC-BA	GEN-SOC	1162
Knoll	Kellie		POL-BA		1162
Knowlin	Shakeara	M	SPEA-BA		1162
Knowlin	Shakeara	M	SWK-BA		1162
Korang	Shadrack	K	MAT-BA		1162
Lacen	Esmelinda	L	SWK-BA		1162
Lagoa	Christine		SPEA-BA		1162
Lalin	Nancy		SOC-BA	GEN-SOC	1162
Lall	Shivani		BIMHSE-BA		1162
Lamar	Angelica		SPEA-BA		1162
Landron	Maria		PSY-BA		1162
Lara	Juana	Y	ACC-BA	ACC42CR	1162
Larrazabal	Yeni	I	SOC-BA	GEN-SOC	1162
Laster	Elaina	M	SPEA-BA		1162
Lauria	Michelle		SWK-BA		1162
Lee	Kashmir		MCS-BA		1162
Leist	Jonathan	L	ENG-BA	CREATWR	1162
Lewis	Kristal		MMJ-BA	BROMEDTRA	1162
Li	Jiaqi		ACC-BA	ACC42CR	1162
Limones	Evelyn	E	SWK-BA		1162
Lino	Gibsy	K	SWK-BA		1162
Lloyd	Natasha	S	SOC-BA	EDSOCINEQU	1162
Lloyd	Tiandra		ACC-BA	ACC42CR	1162



Lockett	Kyle	G.	ENG-BA	PROFWRIT	1162
Lombardi	Arianne	G	ES-BA		1162
Lopez	Alivia		ENG-BA	HONPROFWRI	1162
Lopez	Elena	M. T.	SOC-BA	GEN-SOC	1162
Lopez	Elvis		MMJ-BA	BROMEDTRA	1162
Lopez	Faneli		SOC-BA	GEN-SOC	1162
Lopez	Joanna	N	SWK-BA		1162
Lopez	Maritza	A	ENG-BA	CREATWR	1162
Lopez Bisono	Shalim		SWK-BA		1162
Lopez Medrano	Floralba	M	SWK-BA		1162
Lorenzo	Smailin		SOC-BA	GEN-SOC	1162
Lousell	Christina	M	SPEA-BA		1162
Lucas	Matthew	J	SWK-BA		1162
Lucena	Stephanie	L	SOC-BA	GEN-SOC	1162
Luna	Yammell	C	SPA-BA		1162
Lysius	Fernande		SWK-BA		1162
Madera	Jessica		ENG-BA	CREATWR	1162
Madori	Darah		SOC-BA	GEN-SOC	1162
Maldonado	Ana	A	PSY-BA		1162
Maldonado	Denise	Marie	SWK-BA		1162
Man	Wai	Kiu	SWK-BA		1162
Mandry	Alexandria		JOURNAL-BA	JOURNALISM	1162
Mantock	Tamara		SOC-BA	GEN-SOC	1162
Marcano	Matthew	C	PSY-BA		1162
Mariano	John Matthew	C	ENG-BA	PROFWRIT	1162
Marinkovic	Ines		SPEA-BA		1162
Marku	Alfred		ES-BA		1162
Marshall	Natalia	S	SWK-BA		1162
Marshall	Shollata	M	FILMTV-BA	TV	1162
Marte	Leebys		SOC-BA	GEN-SOC	1162
Marte	Tania		SOC-BA	GEN-SOC	1162
Marte	Zuly	A	SWK-BA		1162
Martell	Oliver		SWK-BA		1162
Martin	Jennifer		PSY-BA		1162
Martinez	Clarissa	F	SOC-BA	GEN-SOC	1162
Martinez	Donna		SWK-BA		1162
Martinez	Natacha		SOC-BA	GEN-SOC	1162
Martinez	Sarah		MAT-BA		1162
Martinez	Theresa		ENG-BA	LITERATURE	1162
Martinez	Yaritza	M	MCS-BA		1162
Martinez	Yesenia		SOC-BA	GEN-SOC	1162
Martinez Rosario	Carolina	M	BIO-BA	BIO70CR	1162
Martinez Rosario	Carolina	M	PSY-BA		1162

Mateo	Giselle		PHIL-BA	ETH-PUBPOL	1162
Mateo	Nelly	M	SWK-BA		1162
Mathew	Donna		SPEA-BA		1162
Matos	Destiny	M	SPEA-BA		1162
Matos	Zairy	N	SPEA-BA		1162
Matthews	Kerry-ann		SWK-BA		1162
Mayo	David	C	HIS-BA		1162
Mba	Chukwuemeka		BIO-BA	BIO70CR	1162
McLeod	Dacia		SOC-BA	EDSOCINEQU	1162
Mccray	Qiana	M	ACC-BA	ACC42CR	1162
Mcginnis	Michael		HIS-BA		1162
Mckay	Crystal	D	SPEA-BA		1162
Mcnear	Rachel		SPEA-BA		1162
Medina	Denisse	T	MAT-BA		1162
Medina	Mark		MAT-BA		1162
Medina	Tamesha	M	SOC-BA	GEN-SOC	1162
Mehany	Christine	M	BIO-BA	BIO70CR	1162
Mejia	Giacomo		SOC-BA	EDSOCINEQU	1162
Mejia	Juan	A	BIO-BA	BIO70CR	1162
Melendez	Cheyenne	L	PSY-BA		1162
Melo	Jormary		HIS-BA		1162
Melo	Jormary		POL-BA		1162
Melville	Keisha		ENG-BA	LITERATURE	1162
Melvin	Alia	A	MATTE-BA		1162
Mendez	Angeline		ACC-BA	ACC42CR	1162
Mendez	Genevive		SWK-BA		1162
Mendez	Gissete		BIO-BA	BIO70CR	1162
Mensah	Adwoa		ECO-BA	ECO34CR	1162
Mercedes	Michelle	D	MCS-BA		1162
Messana	Alexandra		ENG-BA	LITERATURE	1162
Mihailovic	Alexandra		HIS-BA		1162
Mingo	Jennifer		SWK-BA		1162
Mocling	Mavee	M	SWK-BA		1162
Mohammed	Amanda		SOC-BA	GEN-SOC	1162
Mohan	Adam	E	PHIL-BA	ETH-PUBPOL	1162
Moncada	Nora	L	MHCENG-BA	HHONRLIT	1162
Montesino	Yesica	R	ENG-BA	HONORLIT	1162
Moody	Timothy		SWK-BA		1162
Morabito	Carlie	M	HIS-BA		1162
Morel	Hector		SDS-BA		1162
Moreno	Katherine	M	SWK-BA		1162
Morgan	Tanesha	R	SWK-BA		1162
Morgan	Tiffany	W	ENGED-BA	ENG/ECCE	1162

Morillo	Carolyn	N	SPEA-BA		1162
Mota	Amy		SWK-BA		1162
Muniz	Guadalupe		SPEA-BA		1162
Munoz	Elesse		SOC-BA	GEN-SOC	1162
Musah	Wadiyah		ECO-BA	MANECO	1162
Musallam	Falasten		SWK-BA		1162
Myers	Michael		ACC-BA		1162
Nath	Indardai		SPEA-BA		1162
Needham	Maureen		PHIL-BA		1162
Nemeth	Gergely		ENG-BA	HONORLIT	1162
Neve	Alexandria		PSY-BA		1162
Nguyen	Binh	T	CHEM-BA	BIOCHEMIST	1162
Nguyen	Rich		SWK-BA		1162
Nieves	Jeniece	L	PSY-BA		1162
Nieves	Valeria	Salome	MCS-BA		1162
Nieves	Yaxiry	V	SPEA-BA		1162
Nkansah	Raymond		SWK-BA		1162
Nolasco	Juan	G	ART-BA	CMPIMG-BA	1162
Novas	Yocasta		ENG-BA	HONORLIT	1162
Novick	Ore		PSY-BA		1162
Ntibalikure	Marie-jeanne		SWK-BA		1162
Nunez	Kenny		THE-BA		1162
Nunez	Rahelly		SPEA-BA		1162
Nunez	Vanessa		ARH-BA	ARTHIST	1162
Nunez	Vanessa		ART-BA	CMPIMG-BA	1162
Nuzzo	Stephen	P	POL-BA		1162
Nwe	Seinn		SWK-BA		1162
Nyashin	Nikolay		MHCRUS-BA		1162
Nyashin	Nikolay		MHCPOLE-BA		1162
O'Sullivan	Colleen		SPEA-BA		1162
O'savio	Karen		SWK-BA		1162
Ocampo	Arisdelcy		SOC-BA	GEN-SOC	1162
Ogando	Pamela	P	SPEA-BA		1162
Olasupo	Akinyinka		SOC-BA	GEN-SOC	1162
Olivencia	Jonathan	E	PHIL-BA		1162
Olivo	Joel	Alexanc	PSY-BA		1162
Omar	Akram		MMJ-BA	BROMEDTRA	1162
Ortiz	Ashley	N	ENG-BA	PROFWRIT	1162
Ortiz	Christopher		SWK-BA		1162
Osei-Ofori	Lordlyn		ANT-BA		1162
Osorio	Anissa		ENG-BA	LITERATURE	1162
Ovando	Andreina		SPEA-BA		1162
Overby	Arnell	N	AAS-BA		1162

Pacheco Miranda	Damarys	M	SOC-BA	EDSOCINEQU	1162
Padilla	Alisha	M	SWK-BA		1162
Padilla	Dana	M	PSY-BA		1162
Padilla	Reynaldo		MMJ-BA	BROMEDTRA	1162
Padilla	Wendy		SWK-BA		1162
Pagan	Thairis		SOCT-BA		1162
Pan	Melissa	T	PSY-BA		1162
Pantaleon	Migdalia	Y	SOC-BA		1162
Parker	Christina	A	PSY-BA		1162
Parks	Natasha	S	SOC-BA	GEN-SOC	1162
Paul	Andre	Emilio	SWK-BA		1162
Paulino	Magelin		SPEA-BA		1162
Payne	Kenya	L	SWK-BA		1162
Pazos	Manuel		SOC-BA	GEN-SOC	1162
Pena	Whitney		SWK-BA		1162
Peralta	Caribel	V	LIN-BA		1162
Peralta	Jhanil		SPEA-BA		1162
Perez	Eliana		MAT-BA		1162
Perez	Gloria	S	PSY-BA		1162
Perez	Krystal	E	PSY-BA		1162
Perez	Roberto	L	SOC-BA	GEN-SOC	1162
Perez	Susana	M	SPEA-BA		1162
Perezrondelli	Liz Romina		SPEA-BA		1162
Perincheril	Stephanie	M	SPEA-BA		1162
Perkins	Majesty		SWK-BA		1162
Peter	Love	I	BIO-BA	BIO70CR	1162
Philip	Jane		PSY-BA		1162
Pierre	Myrto		POL-BA		1162
Pimentel	Nathalie	J	PSY-BA		1162
Pimentel	Priscila	A	SWK-BA		1162
Plummer	Jermaine	W	PSY-BA		1162
Polanco	Gisselle	S	PSY-BA		1162
Polanco	Jason		PSY-BA		1162
Polite	Shemekwah	N	SWK-BA		1162
Porter	Davina		SWK-BA		1162
Portorreal	Julissa	A	SOC-BA	EDSOCINEQU	1162
Powell	Karl	A	BIO-BA	BIO70CR	1162
Pozo	Madeline	G	SPEA-BA		1162
Prasad	Bianca		PHIL-BA	KNOW-REAL	1162
Prasad	Bianca		PSY-BA		1162
Prusinowski	Anna		SWK-BA		1162
Puello	Krystal		ACC-BA	ACC42CR	1162
Puello-Laurens	Jennifer		SWK-BA		1162

Quezada	Jeimy		SPEA-BA		1162
Quinones	Joseph	A	PHYS-BA		1162
Raffa	Derek		BIO-BA	BIO70CR	1162
Ragnauth	Steven		MMJ-BA	PRNTMEDTR	1162
Rahman	Shafina		SPEA-BA		1162
Rambhajue	Geeta		SWK-BA		1162
Ramirez	Elsa	E	MAT-BA		1162
Ramirez	Emmanuel		MMS-BA	ORALCOMPR	1162
Ramirez	Gracie		SPEA-BA		1162
Ramirez	Isabel		PSY-BA		1162
Ramirez	Lizbeth	K	SWK-BA		1162
Ramirez	Matthew	J	ENG-BA	LITERATURE	1162
Ramos	April	A	PSY-BA		1162
Ramos	David	J	ENG-BA	PROFWRIT	1162
Ramos	Franchesca		SOC-BA		1162
Reeves	Rasheka		PSY-BA		1162
Reid	Kadian		ANT-BA		1162
Reyes	Annette	A	SWK-BA		1162
Reyes	Denise	G	SWK-BA		1162
Reyes	Elaine		PSY-BA		1162
Reyes	Hennessy	S	POL-BA		1162
Reyes	Hennessy	S	ECO-BA	ECO34CR	1162
Reyes	Janisabeth	G	THE-BA		1162
Reyes	Tatiana	M	SWK-BA		1162
Reyes Luciano	Yeisly	J	SOC-BA	GEN-SOC	1162
Reynoso	Katherine	J	SPEA-BA		1162
Reynoso	Nataly		SWK-BA		1162
Richardson	Deborah		MMJ-BA	BROMEDTRA	1162
Riley	Liam		ANT-BA		1162
Ritter	Brianne	E	SWK-BA		1162
Rivas	Allison	R	SWK-BA		1162
Rivas	Anabel		SWK-BA		1162
Rivera	Angelica		ARH-BA	ARTHIST	1162
Rivera	Brittany		ECO-BA	ECO34CR	1162
Rivera	Giselle		PSY-BA		1162
Rivera	Jeremy	Abisma	SWK-BA		1162
Rivera	Maria		SOC-BA	GEN-SOC	1162
Rivera	Mary		PSY-BA		1162
Rivera	Regina	G	PSY-BA		1162
Rivera	Steven		ECO-BA	ECO34CR	1162
Rivera	Steven		POL-BA		1162
Rivera Luciano	Melissa	J.	SWK-BA		1162
Robinson	Maria Paz	Lawren	SPEA-BA		1162

Robles	Linette		SWK-BA		1162
Robles	Michelle	E	SPEA-BA		1162
Robles	Monica	A	SPEA-BA		1162
Robles	Yolanda		POL-BA		1162
Rochez	Daisy	I	PSY-BA		1162
Rodriguez	Alida		SPA-BA		1162
Rodriguez	Alison		SOC-BA	GEN-SOC	1162
Rodriguez	Angelina	B	SWK-BA		1162
Rodriguez	Dariella		HIS-BA		1162
Rodriguez	Elizabeth		ENG-BA	LITERATURE	1162
Rodriguez	Giovanni		PSY-BA		1162
Rodriguez	Jacqueline	M	SPEA-BA		1162
Rodriguez	Jessica		PSY-BA		1162
Rodriguez	Karina		SWK-BA		1162
Rodriguez	Krystalee		PSY-BA		1162
Rodriguez	Lisbeth	A	SOC-BA	GEN-SOC	1162
Rodriguez	Maribel		MMS-BA	ORALCOMPR	1162
Rodriguez	Marylène		SPEA-BA		1162
Rodriguez	Marylène		PSY-BA		1162
Rodriguez	Massiel	F	ECO-BA	ECO34CR	1162
Rodriguez	Melissa		ANT-BA		1162
Rodriguez	Miguel	E	ECO-BA	ECO34CR	1162
Rodriguez	Nialaney	N	FILMTV-BA	FILM	1162
Rodriguez	Niurka	S	PSY-BA		1162
Rodriguez	Reinaldo		ACC-BA		1162
Rodriguez	Yanesa		SWK-BA		1162
Rohlehr	Brianna	N	FILMTV-BA	TV	1162
Rojas	Janet	E	SPEA-BA		1162
Rojas	Stephanie		SOC-BA	GEN-SOC	1162
Rojas Enriquez	Amalia	O	THE-BA	PLAYWRITIN	1162
Roman	Jennifer		PSY-BA		1162
Romeo	Renee		SOC-BA	GEN-SOC	1162
Rosario	Giovanny		BIO-BA	BIO70CR	1162
Rosario	Nancy		SPEA-BA		1162
Rosario	Taneka		SPEA-BA		1162
Rosario	Yulisa		SOC-BA	GEN-SOC	1162
Rosario Marte	Juan	I	MAT-BA		1162
Ruiz	Bianca	M	ENG-BA	HONCREAWRI	1162
Ruiz	Blanca	L	ENG-BA		1162
Ruiz	Kayla	A	SPEA-BA		1162
Ruperto	Catherine		SPEA-BA		1162
Rusu	Andra	E	MMS-BA	ORALCOMPR	1162
Saavedra	Luis	A	ANT-BA		1162

Sacaza	Besy	I	SOC-BA	GEN-SOC	1162
Saintil	Bernice	N	ART-BA	STUDIO-BA	1162
Salce	Maxini		ART-BA	STUDIO-BA	1162
Saldivia	Priscilla	L	SPEA-BA		1162
Salguero	Cristina		ARH-BA	ARTHIST	1162
Salley	Deidra	S	PSY-BA		1162
Sampong	Daniel		BIO-BA	BIO70CR	1162
Sanchez	Alexis	A	SOC-BA	EDSOCINEQU	1162
Sanchez	Antonio	M	MATTE-BA		1162
Sanchez	Artie	J	SWK-BA		1162
Sanchez	Pamela	J	PSY-BA		1162
Sanchez	Sahony		POL-BA		1162
Sanchez Vasquez	Roberto		SWK-BA		1162
Sanogo	Bakary	A	POL-BA		1162
Santiago	Abelardo	J.	SOC-BA	DEMPOPHLTH	1162
Santiago	Christina	M	FILMTV-BA	FILM	1162
Santiago	Nicole		ARH-BA	ARTHIST	1162
Santos	Kiara		ART-BA	STUDIO-BA	1162
Sapkovski	Jessica		SOC-BA	GEN-SOC	1162
Scialpi	Stephanie	L	PSY-BA		1162
Seda	Veronica	M	ENG-BA	HONCREAWRI	1162
Seepersaud	Devika		SWK-BA		1162
Seymour	Georgia		SOC-BA	GEN-SOC	1162
Shah	Vaidehi		SPEA-BA		1162
Shamilova	Sophy		MCS-BA		1162
Shaqja	Romina		SOC-BA	GEN-SOC	1162
Shen	Xia		SWK-BA		1162
Sheppard	Bonnie	M	SWK-BA		1162
Shetty	Nikita		MAT-BA		1162
Shllaku	Arkena		SOC-BA	GEN-SOC	1162
Shoulders Jr.	Guy	N	SOC-BA	GEN-SOC	1162
Shreenauth	Aditiya	H	BIO-BA	BIO70CR	1162
Sicardo	Debra	E	SWK-BA		1162
Simmonds	Richard	K	SOC-BA	GEN-SOC	1162
Simms	Nkenge		SPEA-BA		1162
Singleary	Andrea		SPEA-BA		1162
Singleton	Ayoka	A	AAS-BA		1162
Small	Stephanie		SOC-BA		1162
Smith	Maisha	J	BIO-BA	BIO70CR	1162
Smith	Shakera		SOC-BA	GEN-SOC	1162
Smith	Tiffany	A	ACC-BA	ACC42CR	1162
Smith	Tiffany	M	PSY-BA		1162
Smith	Xenovia	P	SPEA-BA		1162

Sobhan	Randi	R	ACC-BA	ACC42CR	1162
Sosa	Sarah	I	HIS-BA		1162
Soto	Cristal		SPEA-BA		1162
Soto	Esther	M	SWK-BA		1162
Soto	Jean		MHCENG-BA	HHONCRWR	1162
Soto	Jean		MHCLAT-BA		1162
Soto	Michael		SOC-BA	GEN-SOC	1162
Soto	Nielly	T	SOC-BA	EDSOCINEQU	1162
Soto	Stephany		BIO-BA	BIO70CR	1162
Spillman	Ishanay		SPEA-BA		1162
Staple	Lakeisha	C	AAS-BA		1162
Stevens	Earlene	S	AAS-BA		1162
Stokes	Sachi	A	MCS-BA		1162
Stone	Amy	D	SWK-BA		1162
Suarez	Carla	M	SPEA-BA		1162
Suazo	Nataly		HIS-BA		1162
Sudol	Kelly	A	SWK-BA		1162
Sumo	Garmah		SOC-BA	GEN-SOC	1162
Suriel	Nidia	P	FILMTV-BA	TV	1162
Susana Lopez	Alba	R	SOC-BA	EDSOCINEQU	1162
Sylejmani	Adonis		HIS-BA		1162
Talukder	Tanjim		MAT-BA		1162
Tariuwa	Richard		MAT-BA		1162
Tavarez	Enyolina		LAC-BA		1162
Tavarez	Taysha		PSY-BA		1162
Taveras	Stephani		MAT-BA		1162
Taveras	Viviana		SOC-BA	GEN-SOC	1162
Tejada	Damian		PSY-BA		1162
Tejada	Edgar		SPA-BA		1162
Tejada	Katherine		POL-BA		1162
Tejada	Claribel		FILMTV-BA	FILM	1162
Tejada	Steffy	S	SWK-BA		1162
Thomas	Janelle	A	SOC-BA	GEN-SOC	1162
Thomas-Payne	Dexter	W	THE-BA		1162
Thompson	Betheia		SPEA-BA		1162
Thorman	Del'lana	A	SWK-BA		1162
Tobar Rivera	Nicole		SPEA-BA		1162
Toliver	Cortney	V	SOC-BA		1162
Tomey	Saige	P	SWK-BA		1162
Toribio	Melissa		SOC-BA	GEN-SOC	1162
Torres	Hector	R	MASS-BA		1162
Torres	Justine	E	SPEA-BA		1162
Torres	Katie	Y	SPEA-BA		1162



Torres	Thalia		SWK-BA		1162
Tracey	Sabrina		SOC-BA	GEN-SOC	1162
Trinidad	Stephanie		HIS-BA		1162
Trinidad	Stephanie		ENG-BA	HONORLIT	1162
Tugso	Uyanga		SWK-BA		1162
Turay	Kadi S.		SOC-BA	GEN-SOC	1162
Turner	Makeda		ENG-BA	LITERATURE	1162
Turrie	Kyle		HIST-BA	MHSEHB	1162
Tyagi	Aanchal		CHEM-BA		1162
Ubiera	Nicauris	Y	PSY-BA		1162
Uddin	Nazeha	Y	MAT-BA		1162
Uddin	Salma		SPEA-BA		1162
Urena	Cristhy	Y	SPEA-BA		1162
Utate	Kenneth	P	SPEA-BA		1162
Uwaifo	Ewaen	C	MMS-BA	FILMPROD	1162
Valentin	Lorisa	Z	SOC-BA	GEN-SOC	1162
Valenzuela	Maribel	C	SWK-BA		1162
Valerio	Nicole		ENGED-BA	ENG/ECCE	1162
Vallejo	Jhojaira	L	SPEA-BA		1162
Vargas	Carolina		MCS-BA		1162
Vargas	Christine		SOC-BA	GEN-SOC	1162
Vargas	Jennifer	M	PSY-BA		1162
Varner	Kaisii	R	AAS-BA		1162
Vasquez	Elizabeth		SOC-BA	GEN-SOC	1162
Vasquez	Gisel		SWK-BA		1162
Vasquez	Jose	N	POL-BA		1162
Vasquez	Mildred		SWK-BA		1162
Vazquez	Angelica	S	PSY-BA		1162
Vazquez Alonso	Marisol		PSY-BA		1162
Vazquez Alonso	Marisol		POL-BA		1162
Velazquez	Jeremy	M	LIN-BA		1162
Velazquez	Julieta	J	ENG-BA	LITERATURE	1162
Velazquez	Julieta	J	ANT-BA		1162
Velazquez	Zulibeth	P	PSY-BA		1162
Velez	Wilfredo		SOC-BA	GEN-SOC	1162
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Verdiner	Ricardine		SPEA-BA		1162
Vidal	Ana	Rosa	SWK-BA		1162
Vielot	Lendsy		MCS-BA		1162
Villa	Jessenia	M.	SOC-BA	GEN-SOC	1162
Villalobos	Steven	J	SWK-BA		1162
Villanueva	Elaine		POL-BA		1162
Villegas	Elizabeth		SWK-BA		1162

Wade	Theresa		SOC-BA	GEN-SOC	1162
Walcott	Ella		SPEA-BA		1162
Walinski	Jessica		SOC-BA	EDSOCINEQU	1162
Walker	Liane	C	SOC-BA	GEN-SOC	1162
Walton	Carlton		SWK-BA		1162
Ward	Dahlia		ENG-BA	LITERATURE	1162
Webb	Jason	L	ACC-BA	ACC42CR	1162
Wein	Cara		SPEA-BA		1162
Welah	Michelle	F	THE-BA	ACTING	1162
Wells-Soler	Alexa	N	SOC-BA		1162
Whittingham	Aubreyne	F	MAT-BA		1162
Wiggins	Teandra	T	SWK-BA		1162
Wilk	Nicholas		ECOMATH-BA		1162
Wilkerson	Ebony		HIS-BA		1162
Wilkins-burrell	Shakia	L	PSY-BA		1162
Wilkinson	Njinga	J M	SPEA-BA		1162
Williams	Amanda-rae		ECO-BA	ECO34CR	1162
Williams	Colette		BIO-BA	BIO70CR	1162
Williams	Jason	D	FILMTV-BA	FILM	1162
Williams	Shamar	S	SOC-BA	EDSOCINEQU	1162
Williams	Stacey		SWK-BA		1162
Wilson	Christopher	J.	ENGED-BA	MHSEE	1162
Wilson	Fatima	D	AAS-BA		1162
Wilson	Kalisha		BIO-BA	BIO70CR	1162
Wilson	Malikka		SOC-BA	GEN-SOC	1162
Won	Jeeyoon		SPEA-BA		1162
Woods	Angelique		MHCPSY-BA		1162
Yafaie	Sumeya	A	ENG-BA	HONORLIT	1162
Yanez	Anthony	M	PSY-BA		1162
Yapor	Hector	J	PSY-BA		1162
Young	Emily		SWK-BA		1162
Zagado	Alexa-Rae		SPEA-BA		1162
Zanne	Gabriella	P	SWK-BA		1162
Zapata	Carolina		SWK-BA		1162
Dejoie	Jordan		BIO-BAMS	GRADTUT	1162
Acosta	Danyely		BUS-BBA	MKT	1162
Adams	Martina	D	BUS-BBA	MKT	1162
Alberto	Marcos		BUS-BBA	MKT	1162
Almanzar	Rosemary		BUS-BBA	FIN	1162
Almonte	Charlene		BUS-BBA	MKT	1162
Anderson	Marquis	C	BUS-BBA	INTBUS	1162
Angevin	Lemarr	P	BUS-BBA	MKT	1162
Aragon	Danica		BUS-BBA	ACCTBUSLW	1162

Ashley	Dennis		BUS-BBA	BUSLAW	1162
Assinor	Ogyiri		BUS-BBA	FIN	1162
Baah	Aaron		BUS-BBA	FINMKTG	1162
Barber	Ebony	C	BUS-BBA	MKT	1162
Barreto	Deborah		BUS-BBA	HUMRES	1162
Benalcazar	Danny	M	BUS-BBA	MKT	1162
Berte	Oumar	S	BUS-BBA	MKT	1162
Bevans	Wilfred		BUS-BBA	MKT	1162
Bewry	Shanique		BUS-BBA	HRMKTG	1162
Brathwaite	Daquan	J	BUS-BBA	HUMRES	1162
Burgos	Julissa		BUS-BBA	HUMRES	1162
Cabral	Michelle	D	BUS-BBA	BUSLWHR	1162
Calderon	Diana	J	BUS-BBA	FIN	1162
Corchado	Irvin	G	BUS-BBA	BUSECO	1162
Correa	Nelson	D	BUS-BBA	ACCTG	1162
Cross	Caresse		BUS-BBA	MKT	1162
Cruz	Angel	L	BUS-BBA	BUSLWMKT	1162
Cruz	Michelle	Y	BUS-BBA	MKT	1162
Cullinan	Lydia		BUS-BBA	MKT	1162
De Leon	Ebe	Paola	BUS-BBA	MKT	1162
Delacruz	Maria		BUS-BBA	MKT	1162
Dorsainvil	Caleb		BUS-BBA	MKT	1162
Dozil	Marie	M	BUS-BBA	BUSLAW	1162
Dutan	Edwin		BUS-BBA	FINMKTG	1162
Edwards	Cleveland	R.	BUS-BBA	BUSLAW	1162
Enkhsaikhan	Narangerel		BUS-BBA	MKT	1162
Erezi	Gabriel		BUS-BBA	MKT	1162
Eugenio	Russbert	A	BUS-BBA	FIN	1162
Faghihi	Saeed		BUS-BBA	MKT	1162
Feliz	Algenis		BUS-BBA	BUSLWINBUS	1162
Fernandez	Ubaldo	J	BUS-BBA	ACCTFIN	1162
Forrest	Aida		BUS-BBA	BUSLAW	1162
Foysal	Rezaul	H	BUS-BBA	FINHR	1162
Franklin	Eureka	R.	BUS-BBA	HUMRES	1162
Gajadar	Derek	T	BUS-BBA	BUSLAW	1162
Gallimore	Christopher	T	BUS-BBA	MKT	1162
Garcia	Anamaria		BUS-BBA	HUMRES	1162
Garcia	Gabriela	C	BUS-BBA	MKT	1162
George	Christopher		BUS-BBA	MKT	1162
Gomez	Omar		BUS-BBA	BUSLAW	1162
Gordon	T'keyah		BUS-BBA	MKT	1162
Gravenese	Nicholas	Michael	BUS-BBA	ACCTG	1162
Gray	Ayonna	K	BUS-BBA	MKT	1162

Greene II	Andre	L	BUS-BBA	BUSLAW	1162
Guillermo Silberbe	Pedro	Jose	BUS-BBA	BUSLAW	1162
Gutierrez	Robert		BUS-BBA	BUSLWMKT	1162
Gyeabour	Kwasi	A	BUS-BBA	ACCTMKT	1162
Haddad	Issa	C	BUS-BBA	INTBUS	1162
Humes	Jacqueline	S	BUS-BBA	BUSLWHR	1162
Iglesias	Alex		BUS-BBA	BUSECO	1162
Islam	Nakibul		BUS-BBA	HRMKTG	1162
Jackson	Travis	M	BUS-BBA	HUMRES	1162
Jackson	Winifier	P	BUS-BBA	HUMRES	1162
Jaskulek	Brandon		BUS-BBA	FIN	1162
Javier	Irlanda	D	BUS-BBA	MKT	1162
Jean	Ketia		BUS-BBA	HUMRES	1162
Johnson	Tihirah	R	BUS-BBA	ACCTG	1162
Jones	Denise	M	BUS-BBA	HUMRES	1162
Joseph	Jermal	A	BUS-BBA	HUMRES	1162
Kabore	Tarrick		BUS-BBA	MKT	1162
Keith	Chantia	J	BUS-BBA	HUMRES	1162
Kevelier	Ulises		BUS-BBA	INTBUTMKT	1162
Khan	Tahsina		BUS-BBA	MKT	1162
Kwong	Amy		BUS-BBA	MKT	1162
Landy	Nadia	E	BUS-BBA	HUMRES	1162
Lara	Joe	A	BUS-BBA	FIN	1162
Lezama	Anayeli		BUS-BBA	FIN	1162
Livingston	Dominique	S	BUS-BBA	HUMRES	1162
Lopez	Nicole	M	BUS-BBA	HUMRES	1162
Lopez	Steven		BUS-BBA	HUMRES	1162
Machuca	Jorge		BUS-BBA	FINMKTG	1162
Macias	Christopher	M	BUS-BBA	BUSLWFIN	1162
Marte Almonte	Michael	J	BUS-BBA	MKT	1162
Mbadinga	Rudolf Aymar		BUS-BBA	HRINTBUS	1162
McKinson	Carlton	J	BUS-BBA	ACCTG	1162
Mckoy	Keymore	H	BUS-BBA	BUSLWMKT	1162
Medina	Eric	S	BUS-BBA	MKT	1162
Mendez	Ronniel	L	BUS-BBA	INTBUTMKT	1162
Mesquita	Samantha		BUS-BBA	HUMRES	1162
Murray	Denzel	D	BUS-BBA	MKT	1162
Murray-Ellison	Jayne		BUS-BBA	HUMRES	1162
Narine	Roy	M	BUS-BBA	BUSLWMKT	1162
Noi-Lartey	Gladys		BUS-BBA	ACCTFIN	1162
Ortiz	Natalie		BUS-BBA	FIN	1162
Paredes	Claudia	F	BUS-BBA	BUSLWMKT	1162
Pina	Keila		BUS-BBA	FINHR	1162

Qarri	Edon		BUS-BBA	FIN	1162
Quintana	Ivette	L	BUS-BBA	MKT	1162
Ramaj	Ibrahim		BUS-BBA	MKT	1162
Ramcharan	Vanessa		BUS-BBA	MKT	1162
Ramlogan	Nirmal	A	BUS-BBA	BUSLWFIN	1162
Ramsamujh	Hemraj		BUS-BBA	FINMKTG	1162
Rhodes	Jamariss		BUS-BBA	MKT	1162
Rivera	Rosa	M	BUS-BBA	HRMKTG	1162
Rodriguez	Eliana	L	BUS-BBA	MKT	1162
Rodriguez	Mary	S	BUS-BBA	HUMRES	1162
Rodriguez	Waldo		BUS-BBA	INTBUTMKT	1162
Rodriguez	Yohanna		BUS-BBA	HRMKTG	1162
Roman	Idalisa		BUS-BBA	BUSLAW	1162
Ross	Kaitlyn	R	BUS-BBA	HRMKTG	1162
Salkey	Simone		BUS-BBA	ACCTHR	1162
Samassi	Mamadou		BUS-BBA	BUSECOMKT	1162
Sanchez	Dante	J	BUS-BBA	BUSLWFIN	1162
Sandoval	Joseph		BUS-BBA	FIN	1162
Santos	Melissa		BUS-BBA	HUMRES	1162
Segarra	Victoria	L	BUS-BBA	HUMRES	1162
Shakoor	Razia		BUS-BBA	FINHR	1162
Sierra	Jessica		BUS-BBA	HUMRES	1162
Silverio	Pedro		BUS-BBA	MKT	1162
Skeete	Elizabeth	L	BUS-BBA	HUMRES	1162
Soler	Stephanie		BUS-BBA	BUSLWFIN	1162
Staine-Moore	Annah	Marie	BUS-BBA	HUMRES	1162
Stewart-Wedderburn	Nichole		BUS-BBA	HUMRES	1162
Takeda	Akane		BUS-BBA	MKT	1162
Taveras	Guillermo		BUS-BBA	ACCTG	1162
Thomas	Otto		BUS-BBA	HUMRES	1162
Torres	Giselle		BUS-BBA	HUMRES	1162
Valdez	Eric	A	BUS-BBA	HUMRES	1162
Valladares Rojas	Daniel		BUS-BBA	MKT	1162
Walsh	Kevin	M	BUS-BBA	MKT	1162
Young	Dontay	D	BUS-BBA	MKT	1162
Zapata	Rosy	E	BUS-BBA	BUSLWHR	1162
Zuniga	Neralda		BUS-BBA	INTBUTMKT	1162
Bess	Caitlyn	N	MMPA-BFA		1162
Feliciano	Aria		MHCART-BFA	HCOMPIMAG	1162
Fuentes	Mone't	R	MMPA-BFA		1162
Williams	Brianna	N	MMPA-BFA		1162
Abdulai	Awal		ACC-BS		1162
Abdus-salaam	Hassan	T	HSA-BS	HSA55CR	1162

Aboagye	Cecilia	A	NUR-BS	RNS	1162
Acquah	Patience		NUR-BS	RNS	1162
Addawoo	Rosemond	N	DFN-BS	FOODSRVC	1162
Adegbonmire	Oluwatosin		HSA-BS	HSA55CR	1162
Adesanlu	Emmanuel		NUR-BS	GENERIC	1162
Adomako	Monica		NUR-BS	RNS	1162
Adorno	Jessette	E	CIS-BS		1162
Adu	Edward	O	HSA-BS	HSA55CR	1162
Afoakwah	Stella		NUR-BS	RNS	1162
Agrinsoni	Edna	C	NUR-BS	RNS	1162
Aguasvivas	Aysmel	C	COMSC-BS		1162
Ahenkora	Irene	Marfo	NUR-BS	RNS	1162
Ahmed	Mustak		ABC-BS	TRACK 2	1162
Akeresola	Abigail	A	NUR-BS	RNS	1162
Akhter	Sabiha		ACC-BS		1162
Akuffo-Sakyi	Dorinda		DFN-BS	ADAAPPRV	1162
Albab	Abdul		ACC-BS		1162
Alexandre	Mezeguerre		NUR-BS	RNS	1162
Algaadbi	Ahmed	A	ABC-BS	TRACK 2	1162
Ali	Ryan	J	ES-BS		1162
Allen	Desiree		NUR-BS	GENERIC	1162
Alleyne	Davian		MUS-BS		1162
Almanzar	Carminia		ACC-BS		1162
Alvarez	Diana	I	DFN-BS	ADAAPPRV	1162
Alvarez	Jhatmmarys		HSA-BS	HSA55CR	1162
Alvarez	Luis	M	NUR-BS	GENERIC	1162
Amechand	Sally		ACC-BS		1162
Amoah	Ernestina	R	NUR-BS	RNS	1162
Apetogbo	Sophie		COMSC-BS		1162
Appiah	Bismark	K	ACC-BS		1162
Arboleda	Kimberlyn	D	TRE-BS		1162
Aryfullina	Sviatlana		ACC-BS		1162
Avezova Villegas	Daisy	Diana	CGI-BS		1162
Bae-Tuffour	Yaw		NUR-BS	GENERIC	1162
Baidoo	Kwaku		NUR-BS	GENERIC	1162
Bain	Jonathan		CGI-BS		1162
Balogh	Melissa	M	NUR-BS	GENERIC	1162
Barry	Houraye		ABC-BS	TRACK 2	1162
Basra	Ramandeep		HSA-BS	HSA55CR	1162
Bastian	Carlos	F	MUS-BS		1162
Bauernfeind	Michael		DFN-BS	FOODSRVC	1162
Beckford	Saudia		NUR-BS	GENERIC	1162
Bediako	Francis		HSA-BS	HSA55CR	1162

Bega	Marinela		HSA-BS	HSA55CR	1162
Bell	Amanda	C	DFN-BS	ADAAPPRV	1162
Bell	Francine	G	HSA-BS	HSA55CR	1162
Bellamy	Jessica		HSA-BS	HSA55CR	1162
Benalcazar	Danny	M	CGI-BS		1162
Bencosme	Bienvenida		HSA-BS	HSA55CR	1162
Benn	Alonica	A	HSA-BS	HSA55CR	1162
Benoit	Stacy		NUR-BS	RNS	1162
Benzan	Laura	J	ABC-BS	TRACK 1	1162
Berdynaj	Armend		ACC-BS		1162
Berrios	Krystal	G	HSA-BS	HSA55CR	1162
Blake	Charmaine	S	DFN-BS		1162
Blanco	Raquel		MHCNUR-BS		1162
Borketey	Alexander	D	NUR-BS	RNS	1162
Brooks	Anton	R	COMSC-BS		1162
Brown	Sharon		NUR-BS	RNS	1162
Brown	Vanessa	J	EXS-BS	EXS/MOVSCI	1162
Bueno	Adamis		ACC-BS		1162
Burton	Mark-Stephen		CIS-BS		1162
Cabral	Natalie	A	DFN-BS	FOODSRVC	1162
Camacho	Wilson		CIS-BS		1162
Camara	Bentou		EXS-BS	PPHYTHRPY	1162
Campbell	Adrianna	S	DFN-BS	ADAAPPRV	1162
Campbell	Sanya	G	HEP-BS	COMMHEA	1162
Carter	Jacqueline	D	NUR-BS	RNS	1162
Ceballos	Ronald		CIS-BS		1162
Ceesay	Malleh		COMSC-BS		1162
Cepeda	Chrismary		DFN-BS	ADAAPPRV	1162
Chaires	Yolanda		NUR-BS	RNS	1162
Chen	Xiu	Fang	NUR-BS	GENERIC	1162
Cherry	Danielle	R	TRE-BS		1162
Chery	Cynthia		HEP-BS	COMMHEA	1162
Cho	Bo Kyung		NUR-BS	RNS	1162
Cho	Solji	Kim	NUR-BS	RNS	1162
Choudhury	Lupa		TRE-BS		1162
Choudhury	Umme		NUR-BS	GENERIC	1162
Chowdhury	Hasan	S	CIS-BS		1162
Chowdhury	Zarrin Tasnim		DFN-BS	ADAAPPRV	1162
Christopher	Norshanique	M	HSA-BS	HSA55CR	1162
Clerine	Marie	A	NUR-BS	RNS	1162
Cleveland	Sherice		DFN-BS	ADAAPPRV	1162
Cohen	Ahoua		NUR-BS	RNS	1162
Cojocarú	Elena		NUR-BS	RNS	1162

Colon	Nelson		NUR-BS	RNS	1162
Connolly	Danielle	D	HEP-BS	COMMHEA	1162
Coote	Yolanda	E	NUR-BS	RNS	1162
Corbett	Elizabeth	W	NUR-BS	RNS	1162
Corporan	Karol		ACC-BS		1162
Cotallat	Ariel		NUR-BS	GENERIC	1162
Cotto	Samantha	R	HSA-BS	HSA55CR	1162
Craig	Cabria	M	HSA-BS	HSA55CR	1162
Cruz	Juan	E	HEP-BS	COMMHEA	1162
Cruz	Juana		ACC-BS		1162
Cruz	Kristina		HEP-BS	COMMHEA	1162
Culbreth	Malik	Y	CIS-BS		1162
Czuy	Mark		COMSC-BS		1162
Dapaah	David		NUR-BS	RNS	1162
Davis	Fay	S	HEP-BS	COMMHEA	1162
Debrah	Frank		NUR-BS	RNS	1162
Dedushi	Gent		ACC-BS		1162
Dela Fuente	Shanice	T	HSA-BS	HSA55CR	1162
Deleon	Cesar	L	CIS-BS		1162
Delgado	Meraldo		ACC-BS		1162
Delmonte Lopez	Sophia		DFN-BS	ADAAPPRV	1162
Diakite	Fatoumata		HSA-BS	HSA55CR	1162
Diakite	Safourata		ABC-BS	TRACK 2	1162
Dias	Jessica		DFN-BS	ADAAPPRV	1162
Diaz	Abigail		HSA-BS	HSA55CR	1162
Dieye	Mouhamed		CIS-BS		1162
Disalvo	Diane	M.	NUR-BS	RNS	1162
Dixon	Claudia		NUR-BS	GENERIC	1162
Dominguez	Cynthia	C	HSA-BS	HSA55CR	1162
Douglas	Marshelle	T	NUR-BS	GENERIC	1162
Draghi	Jennifer	M.	NUR-BS	RNS	1162
Drayton	Robert	L	NUR-BS	GENERIC	1162
Dy	William		HSA-BS	HSA55CR	1162
Ekwerekwu	Verona	A	NUR-BS	RNS	1162
Ellis	Paige	V	NUR-BS	NURSE	1162
Encarnacion	Cheryl		NUR-BS	GENERIC	1162
Escudero	Jose	F	CIS-BS		1162
Eshun	Wilson		NUR-BS	GENERIC	1162
Espinoza	Alexandra		ACC-BS		1162
Federici	Elyssa		DFN-BS	ADAAPPRV	1162
Fernandez	Nelson		CIS-BS		1162
Ferreira	Julio	C	CIS-BS		1162
Fleming	Sharee	F	NUR-BS	RNS	1162



Fong	Cai Yu		NUR-BS	RNS	1162
Franco	Lisa	M	DFN-BS	FOODSRVC	1162
Francois	Pierre	R	ACC-BS		1162
Frimpomaa	Alice	A	HSA-BS	HSA55CR	1162
Frometa	Axxel	A	NUR-BS	GENERIC	1162
Frye	Keira	J	HSA-BS	HSA55CR	1162
Gadson	Debra	J	CIS-BS		1162
Gallo	Frank		ACC-BS		1162
Garabito	Reymi	R	ACC-BS		1162
Garcia	Cesar		CIS-BS		1162
Garcia	Haydee		ACC-BS		1162
Garcia	Kiara		ACC-BS		1162
Gardner	Jovannie	J	REC-BS	EXCS&SPRT	1162
Gbagbo	Christiane	A	HSA-BS	HSA55CR	1162
George	Candice		HSA-BS	HSA55CR	1162
Giatas	Vasiliki	T	NUR-BS	RNS	1162
Ginti	Eugenie	F	NUR-BS	RNS	1162
Gnoto	Ghislaine	M	NUR-BS	GENERIC	1162
Gollop	Justin		REC-BS	RECADMIN	1162
Gomez	Joel		ACC-BS		1162
Gomez	Robert	F	CIS-BS		1162
Gonzalez	Brian	J	MUS-BS		1162
Gonzalez	Ivan		COMSC-BS		1162
Gonzalez	Joseph	Cruz	COMSC-BS		1162
Gonzalez	Michael	V	ACC-BS		1162
Gonzalez	Rafaelina		ACC-BS		1162
Gonzalez	Valene		HSA-BS	HSA55CR	1162
Goodridge	Kevin		NUR-BS	ACCELERATE	1162
Gould	Chloe		DFN-BS	FOODSRVC	1162
Gouldbourne	Amanda	C	ACC-BS		1162
Grullon	Soribel	Johania	CIS-BS		1162
Guerra	Jeremy		CGI-BS		1162
Guillen	Melissa	S	ABC-BS	TRACK 2	1162
Gurung	Karma	R	HSA-BS	HSA55CR	1162
Gurung	Ramu		DFN-BS	ADAAPPRV	1162
Guzman	Taisha		ACC-BS		1162
Gyasi	Emmanuel	N	ACC-BS		1162
Hanlan	Dahlia	A	NUR-BS	RNS	1162
Harakidas	Margarita		NUR-BS	RNS	1162
Harp	Euston		HSA-BS	HSA55CR	1162
Hawthorne	Michelle	Juanita	ABC-BS	TRACK 1	1162
Henderson	Ayokunle		ACC-BS		1162
Henry	Cherice	M	NUR-BS	RNS	1162

Hernandez	America	M	DFN-BS	ADAAPPRV	1162
Hernandez	Mario		CIS-BS		1162
Hernandez	Miriam	G	DFN-BS	FOODSRVC	1162
Hernandez	Stephanie	M	HEP-BS	COMMHEA	1162
Hirata	Seiko		NUR-BS	RNS	1162
Huachi	Irene	C	DFN-BS	ADAAPPRV	1162
Hulse	Cornell		ACC-BS		1162
Ibitoye	Abiola	E	HSA-BS	HSA55CR	1162
Idemudia	Isoken		ACC-BS		1162
Ihezue	Ogechukwu	G	NUR-BS	RNS	1162
Infante	Krystal	M	HEP-BS	COMMHEA	1162
Inniss	Karen		NUR-BS	RNS	1162
Jackson	Cordero	Alex	NUR-BS	GENERIC	1162
Jackson	Shantell	S	ACC-BS		1162
Jaijairam	Kavita		NUR-BS	GENERIC	1162
Jallow	Musa	B	HSA-BS	HSA55CR	1162
James	Jahmel		EXS-BS	PPHYTHRYPY	1162
Jarrett	Clayton		NUR-BS	NURSE	1162
Jean Paul	Sabrina		NUR-BS	RNS	1162
Jean-Baptiste	Marvin		HSA-BS	HSA55CR	1162
Jiang	Yingying		NUR-BS	RNS	1162
Jo	Yeongun		NUR-BS	RNS	1162
Jobe	Awa		ABC-BS	TRACK 2	1162
Johnson	Casandra	A	TRE-BS		1162
Jolly	Natalia	A	NUR-BS	GENERIC	1162
Jones	Roland	M	HSA-BS	HSA55CR	1162
Jones	Victoria	E	DFN-BS	ADAAPPRV	1162
Joseph	Alaysia	M	HSA-BS	HSA55CR	1162
Josiah	Shane	Emanuel	NUR-BS	GENERIC	1162
Josue	Vladimir		NUR-BS	RNS	1162
Jowaheer	Natasha		HSA-BS	HSA55CR	1162
Kang	Soonja		NUR-BS	RNS	1162
Kennedy	Terri	L	NUR-BS	RNS	1162
Kershaw	Erin	E	DFN-BS	ADAAPPRV	1162
Khoury	Michael		ABC-BS	TRACK 2	1162
Khursheed	Rafia		HSA-BS	HSA55CR	1162
Kim	Myung	Suk	NUR-BS	RNS	1162
Koch-Pongsema	Aurora	Lynn	COMSC-BS		1162
Koulakovski	Vladimir		NUR-BS	GENERIC	1162
Kumah	Evelyn		NUR-BS	RNS	1162
Kyei	Natasha		ABC-BS	TRACK 2	1162
Lamonica	Stephanie		NUR-BS	RNS	1162
Larochelle	Sarah		TRE-BS		1162

Lau	Bobo		CIS-BS		1162
Ledesma	Carissa		DFN-BS	FOODSRVC	1162
Ledezma	Paloma		ACC-BS		1162
Lema	Maribel		ABC-BS	TRACK 2	1162
Leonidas	Rilloux		HSA-BS	HSA55CR	1162
Levene	Dwayne		CIS-BS		1162
Levi	Nir El		ACC-BS		1162
Lewis	Lucy		NUR-BS	RNS	1162
Lisselott	Liriano		HSA-BS	HSA55CR	1162
Liu	Lu Yao		DFN-BS	ADAAPPRV	1162
Llanos	Ruth		NUR-BS	RNS	1162
Lopez	Catherine	D	HSA-BS	HSA55CR	1162
Lora	Judith	E	ACC-BS		1162
Lora	Yudelki	A	DFN-BS	ADAAPPRV	1162
Lorenzo Rodriguez	Yasmel		ACC-BS		1162
Lucero	Edgar		COMSC-BS		1162
Luistro	Joshua	J	NUR-BS	GENERIC	1162
Lyons Comrie	Althea		NUR-BS	RNS	1162
Magana	Jacqueline		ABC-BS	TRACK 1	1162
Maghirang	Carlojay		ACC-BS		1162
Magloire	Josephine		HEP-BS	COMMHEA	1162
Maguire	Michael	Francis	NUR-BS	RNS	1162
Mahu Musah	Ruby Rudy		ACC-BS		1162
Mancebo	Aldo		DFN-BS	ADAAPPRV	1162
Maracallo	Sandy		CIS-BS		1162
Marcena	Petereffren	Ralph	NUR-BS	RNS	1162
Marion	Elizabeth		HSA-BS	HSA55CR	1162
Marsh-Foster	Diana		HSA-BS	HSA55CR	1162
Martial	Edma		HSA-BS	HSA55CR	1162
Martin-Vincent	Alicia		NUR-BS	RNS	1162
Martinez	Celeste	P	HSA-BS	HSA55CR	1162
Martinez	Diana		ACC-BS		1162
Martinez Villamil	Oscar	J	CIS-BS		1162
Mateo	Rosa	P	THR-BS		1162
Matthews	Julian		NUR-BS	RNS	1162
McKinson	Carlton	J	CIS-BS		1162
McLarty	Seymone	I	HSA-BS	HSA55CR	1162
Mejia	Julio	N	HSA-BS	HSA55CR	1162
Meks	Vivian		HSA-BS	HSA55CR	1162
Melenciano	Felix		HSA-BS	HSA55CR	1162
Mendez	Jonathan		EXS-BS	PPHYTHRYPY	1162
Mendez	Yesica		ACC-BS		1162
Mendez	Yesica		CIS-BS		1162

Menendez	Robert		HSA-BS	HSA55CR	1162
Mensah	Adwoa		ACC-BS		1162
Menye	Lenny	U	NUR-BS	RNS	1162
Mercado	Elizabeth		TRE-BS		1162
Mills	Lloyd		ACC-BS		1162
Minaya	Priscilla	E	DFN-BS	ADAAPPRV	1162
Minier	Stephanie		TRE-BS		1162
Mirando	Mikayla		HEP-BS	COMMHEA	1162
Mohan	Ariana		NUR-BS	GENERIC	1162
Montalvo	Candida	R	NUR-BS	GENERIC	1162
Montalvo	Jonathan		CGI-BS		1162
Montes de Oca	Ruber	A.	COMSC-BS		1162
Mullings	Jhanelle		DFN-BS	ADAAPPRV	1162
Murdakh	Galina		NUR-BS	NURSE	1162
Nadal	Georgina		HEP-BS	COMMHEA	1162
Nair	Mitha		HSA-BS	HSA55CR	1162
Nakagaki	Gene		COMSC-BS		1162
Narain	Shantusha	D	ABC-BS	TRACK 2	1162
Narine	Geeta		NUR-BS	RNS	1162
Narvaez	Ariana	I	MUS-BS		1162
Navarro	Jennifer		ACC-BS		1162
Neal	Dana		NUR-BS	GENERIC	1162
Neequaye	Mavis	Osei	NUR-BS	GENERIC	1162
Negron	Ariel		CIS-BS		1162
Nelson	Denisha		ACC-BS		1162
Nevins	Shanice	M	NUR-BS	GENERIC	1162
Nichol	Nicola	N	ABC-BS	TRACK 2	1162
Nicolas	Yvetane		NUR-BS	RNS	1162
Nimako	Setina		HSA-BS	HSA55CR	1162
Nkansah	Priscilla	O	NUR-BS	GENERIC	1162
Nnanna	Ogbonnaya	N	ACC-BS		1162
Noh	Hyunkyung		NUR-BS	NURSE	1162
Nowamagbe	Omorotiomwan	M	EXS-BS	PPHYTHRPY	1162
Nsia-Tuffor	Akosua		NUR-BS	RNS	1162
Nsiah	Nicholas		NUR-BS	GENERIC	1162
Nunekpeku	Joseph	Y	NUR-BS	RNS	1162
Nunez	Genny	G	NUR-BS	GENERIC	1162
Nunez	Vivian	K	HSA-BS	HSA55CR	1162
Odame	Derick	A	ACC-BS		1162
Oestreich	Kyle	W	SDS-BS		1162
Ogbaloi	Sandra	E	HSA-BS	HSA55CR	1162
Oh	Jung	Yea	DFN-BS	ADAAPPRV	1162
Oladele	Mosebopetan	Oleitan	NUR-BS	GENERIC	1162

Olaseun	Victoria	A	CHE-BS	BIOCHE	1162
Olele	Aubain		ACC-BS		1162
Olivencia	Jonathan	E	HSA-BS	HSA55CR	1162
Omiyinka	Aina	C	HSA-BS	HSA55CR	1162
Onyebuchi	Jefferson	C	HSA-BS	HSA55CR	1162
Orellana	Saida		ACC-BS		1162
Orsini	Diana	E	NUR-BS	RNS	1162
Ortiz	Nieves	J	HSA-BS	HSA55CR	1162
Ortiz	Richard	A	ACC-BS		1162
Otsiwah	Harriet	Y	NUR-BS	RNS	1162
Ovalle	Christine		DFN-BS	ADAAPPRV	1162
Ovalles	Melody		EXS-BS	PPHYTHRPY	1162
Palao	Elidania		MUS-BS		1162
Pantaleon	Robert	M	MUS-BS		1162
Parks	Natasha	S	HSA-BS	HSA55CR	1162
Patterson	Nordia	D	NUR-BS	RNS	1162
Payano	Yonatan		ACC-BS		1162
Pecoraro	Donna	Marie	NUR-BS	RNS	1162
Peluso	Amanda		DFN-BS	ADAAPPRV	1162
Pena	Carlisa		CHE-BS		1162
Pena	Francisco		CIS-BS		1162
Pena	Neris	E	HEP-BS	COMMHEA	1162
Penalo	Karem		MHCPHY-BS		1162
Peralta	Jonathan		ACC-BS		1162
Perea	Christian	A	CIS-BS		1162
Perez	Nubany		HSA-BS	HSA55CR	1162
Phillips	Lauren		NUR-BS	GENERIC	1162
Pinu	Samira	S	CGI-BS		1162
Placeres	Hellen	D.	ACC-BS		1162
Polanco	John	D	CIS-BS		1162
Polanco	Melissa	C	HSA-BS	HSA55CR	1162
Polanco	Nicole	M	HSA-BS	HSA55CR	1162
Polanco	Rey	M	COMSC-BS		1162
Poma	Gennessiss	Y	TRE-BS		1162
Portorreal	Jonathan		COMSC-BS		1162
Quezada	Catherine		ACC-BS		1162
Ramirez	Jorge	L	ACC-BS		1162
Ramnarine	Marie		TRE-BS		1162
Randall	Shenise	E	HSA-BS	HSA55CR	1162
Raza	Eva	S	EXS-BS	PPHYTHRPY	1162
Recio	Samuel		COMSC-BS		1162
Reyes	Cassandra	L	EXS-BS	PPHYTHRPY	1162
Reyes	Julio	C	NUR-BS	RNS	1162

Reyes Santana	Yovanka		ACC-BS		1162
Rivera	Jill	M.	NUR-BS	RNS	1162
Rivera	Stephanie	A	TRE-BS		1162
Rivera	Yamaris	E	DFN-BS	FOODSRVC	1162
Riverasarmiento	Mario	A	DFN-BS	ADAAPPRV	1162
Rizwana	Kaniz		CHE-BS	BIOCHE	1162
Roberts	Kadian		ABC-BS	TRACK 2	1162
Rodriguez	Antonette	A	ACC-BS		1162
Rodriguez	Katty		ACC-BS		1162
Rodriguez	Maria	E	DFN-BS	FOODSRVC	1162
Rodriguez	Mayra	S	DFN-BS	ADAAPPRV	1162
Rodriguez	Olga	L.	NUR-BS	RNS	1162
Roman	Annette		ACC-BS		1162
Ronca	Stephanie		ACC-BS		1162
Roque	Krystle	L	TRE-BS		1162
Rosado	Amber	N	NUR-BS	GENERIC	1162
Rosas	Dulce		ES-BS		1162
Rosenthal Ramirez	Ellen		DFN-BS	ADAAPPRV	1162
Ruiz	Arelis		ACC-BS		1162
Saengsorn	Amarawan		NUR-BS	RNS	1162
Saito	Leo		REC-BS	RECADMIN	1162
Sako	Samira	A	HEP-BS	COMMHEAN	1162
Salawdeen	Surajdeen		ES-BS		1162
Sam Gone	Adzowo		NUR-BS	RNS	1162
Sami	Tasfia	Islam	NUR-BS	NURSE	1162
Samuels	Krystyna		HSA-BS	HSA55CR	1162
Samuels	Kryzanni		HSA-BS	HSA55CR	1162
Sanchez	Gabriel	E	EXS-BS	EXS/MOVSCI	1162
Sani	Manaf		ACC-BS		1162
Santos	Gabriel		ES-BS		1162
Seda	Jennifer	K	DFN-BS	ADAAPPRV	1162
Shah	Syeda		DFN-BS	ADAAPPRV	1162
Shahzad	Ahmed		NUR-BS	GENERIC	1162
Sharma	Rebecca	R.	NUR-BS	RNS	1162
Sheridan	Samantha		HSA-BS	HSA55CR	1162
Shimu	Shamim		ACC-BS		1162
Shrestha	Chandan		NUR-BS	RNS	1162
Siddotaweye	Mouhamadou	M	ACC-BS		1162
Silva	Guilherme		ES-BS		1162
Sinchi	Kevin	O	CIS-BS		1162
Singh	Judy		NUR-BS	RNS	1162
Smickle	Leonorah	F	NUR-BS	RNS	1162
Smith	Pauline	D	NUR-BS	RNS	1162

Smith	Tiffany	A	HSA-BS	HSA55CR	1162
Sok	Prathna		ACC-BS		1162
Srey	Sincinan		CIS-BS		1162
Stewart-Miller	Marie	N.	HSA-BS	HSA55CR	1162
Suarez	Jenny	M	ACC-BS		1162
Suarez	Nicole	M	ABC-BS	TRACK 2	1162
Sulitka	Joseph	J	ACC-BS		1162
Sultana	Tarana		NUR-BS	ACCELERATE	1162
Suss	Eric		ABC-BS	TRACK 2	1162
Swaby-Mattis	Celia		HSA-BS	HSA55CR	1162
Sweet	Auburn	D	DFN-BS	ADAAPPRV	1162
Syamaprasad	Sanjai		COMSC-BS		1162
Syed	Wajiha		CHE-BS	BIOCHE	1162
Sykes	Stephane		DFN-BS	FOODSRVC	1162
Talukder	Tanjim		COMSC-BS		1162
Tanikie	Veronica		DFN-BS	ADAAPPRV	1162
Tariuwa	Richard		CHE-BS	BIOCHE	1162
Tatis	Oksana	A	ES-BS		1162
Tavarez	Taysha		EXS-BS	EXS/MOVSCI	1162
Taveras	Kathiana		HSA-BS	HSA55CR	1162
Taveras-Nunez	Magdalena		NUR-BS	RNS	1162
Taylor	Kimonia	S	ACC-BS		1162
Taylor	Marsha	N	NUR-BS	NURSE	1162
Temeng	Nana	Y	NUR-BS	GENERIC	1162
Thomas	Binny		ACC-BS		1162
Thomas	Bonney	V	ACC-BS		1162
Thomas	Millicent	Geslyn	HEP-BS	COMMHEAN	1162
Tiwari	Narendra		REC-BS	THERAREC	1162
Tomkiewicz	Katarzyna		THR-BS		1162
Toro	Andrea		ACC-BS		1162
Torres	Ileana		ACC-BS		1162
Torres	Sharline		DFN-BS	FOODSRVC	1162
Tran	Lam	T	ACC-BS		1162
Trivino	Kasandra		ACC-BS		1162
Ugbo	Saturday	Matthev	NUR-BS	RNS	1162
Ulloa	Frank	E	HEP-BS	COMMHEA	1162
Umeokeke	Chioma	L	NUR-BS	GENERIC	1162
Unterberger	Robert	J	NUR-BS	NURSE	1162
Urena Familia	Gisela		ACC-BS		1162
Valdes	June	Y	DFN-BS	ADAAPPRV	1162
Valle	Genesis	S	ABC-BS	TRACK 2	1162
Vaquero	Diana		TRE-BS		1162
Vargas	Celenia		DFN-BS	ADAAPPRV	1162

Vasquez	Lizbel	J	HSA-BS	HSA55CR	1162
Velasquez	Carol		ABC-BS	TRACK 1	1162
Ventura	David		DFN-BS	FOODSRVC	1162
Vera	Marcia	L	NUR-BS	RNS	1162
Verlus	Joanne	G	NUR-BS	GENERIC	1162
Villamar	John		COMSC-BS		1162
Villar	Cesar	R	ACC-BS		1162
Vincent	Louisa		THR-BS		1162
Warren	Laneise		ACC-BS		1162
Watson	Ghislaine	L	HSA-BS	HSA55CR	1162
Williams	Jazmen	E	TRE-BS		1162
Wilson	Joseph	T	CIS-BS		1162
Wolff	Francesca	E	NUR-BS	GENERIC	1162
Wong	Roderick	P	NUR-BS	RNS	1162
Woo	Kyung	A	NUR-BS	RNS	1162
Yamazaki	Kotono		ABC-BS	TRACK 2	1162
Yeboah	Agnes		NUR-BS	RNS	1162
Yeboah	Samuel	A	DFN-BS	ADAAPPRV	1162
Yiadam	Abena	B	DFN-BS	FOODSRVC	1162
Yidana	Ayishetu		NUR-BS	GENERIC	1162
Yuryev	Artem		NUR-BS	GENERIC	1162
Salawdeen	Surajdeen		GIS-CERT		1162



Last Name	First Name	Middle Name	Acad Plan	Sub-Plan	Expected Grad Term
Abaidoo	William		SST-MA		1166
Abdulla	Hanan		SPL-MA		1166
An	Grace		FNP-MS		1166
Ankoma	Kwame	K	PH-MPH		1166
Apar	Elissa	G	LITSE-MSED		1166
Arundel	Alicia	M	SPL-MA		1166
Aybar	Niulka		SETB2-ADCT		1166
Bardhi	Nevila		PH-MPH	CMPHHE	1166
Behan	Victoria	A	FNP-MS		1166
Belizaire	Ebony		SPED-MSED	SEDU	1166
Brown	Ezrica	Natisha	PH-MPH	PHGISC	1166
Butt	Veronica		FNP-MS		1166
Caldwell	Marilyn		BUS-MS	HUMANREC	1166
Camurati	Melanie		SPL-MA		1166
Cardenas	Vanessa		ELE-MSED		1166
Cardona	Sharon		SPED-MSED		1166
Castro	Jeraldina		PH-MPH		1166
Catuogno	James	V	SPL-MA		1166
Ceballos	Arlyn		CE-MSED	GUID&COUN	1166
Cha	Suyeon		FNP-MS		1166
Chaudhry	Kashmala	Ikram	GIS-MS		1166
Chillemi	Kevin	M	ENG-MA	LITERATURE	1166
Choudhury	Bushra		CE-MSED	GUID&COUN	1166
Cook	Brian	C	SPL-MA		1166
Crai	Melissa	A	SPL-MA		1166
Cruceta	Ana		ITS-ADVCRT	SEQ1SPED	1166
Cruz	Cleidys		SPL-MA		1166
Cuevas	Adalfri	Yuniry	BUS-MS	HUMANREC	1166
Del Valle	Jose	Roberto	BIO-MA	LABRSRCH	1166
DiMartino	Diana	M	LS-MSED	EARLYCHLHM	1166
Donahue	Courtney		FNP-MS		1166
Donnelly	Megan		AEL-ADVCRT		1166
Duchitanga	Martha	P	BUS-MS	FINANCE	1166
Dumet	Pamela		ELE-MSED		1166
Edmonson	Noelle		ENG-MSED		1166
Ekeoma	NNanna		FNP-MS		1166
Felix	Olga		PH-MPH		1166
Frazer	Sasha-ann	T	SW-MSW	SW2YR	1166
Freeland	Ira		SE-MSED		1166
Giaccio	Samantha		SPED-MSED	SEDU	1166
Glohs	Hanna		PH-MPH		1166
Goldson	Leon	A.	SW-MSW	SW1YR	1166

Gooden	Andrew	Omar	AEL-ADVCRT		1166
Green-Byrnes	Ariana		SEA-MSED		1166
Grenade	Desiree	Nicole	FNP-MS		1166
Haghnazari	Sherlin		SPL-MA		1166
Hanson	Jessica	A	LS-MSED	EARLYCHLHM	1166
Homolka	Christine	Rosa	ECE-MSED		1166
Hwang	Kil Hyon		FNP-MS		1166
Iukalo-Tokars	Olga		SPL-MA		1166
Jeon	Hyejin		FNP-MS		1166
Kahan	Eydie		NUTR-MS	COMMUNITY	1166
Kim	Jin Yi		FNP-MS		1166
Kim	Sunho		FNP-MS		1166
Klein	Yosef		SPL-MA		1166
Kotsonas	Theodoros		SEA-MSED		1166
LaConte	William		SPED-MSED		1166
Lamboy	Christina	Marie	SPETE-MSED	ELYCHLHDDC	1166
Lee	Youn Ju		FNP-MS		1166
Lipets	Olga		SPL-MA		1166
Liranzo	Maria	C	SPL-MA		1166
Liriano	Mairenys		SPETE-MSED		1166
Liriano	Yulissa		ELE-MSED		1166
Martinez	Vanessa	M	LS-MSED	EARLYCHLHM	1166
Marty	James	E	HEA-MSED		1166
Mccaffrey	Mary	C	FNP-MS		1166
Mcgregor	Dominique	Marie	LS-MSED	EARLYCHLHM	1166
Mcmanus	Scott	P	SPED-MSED	SEDU	1166
Melo	Stephanie		ECEBI-MSED		1166
Mimura	Erika		BUS-MS	HUMANREC	1166
Molina	Ariana		SPL-MA		1166
Molloy	Dana	J	SE-MSED	SES1	1166
Mone	Mackenzie		TESOL-MSED	TESOLS1	1166
Nunez	Erbin	A	CE-MSED	GUID&COUN	1166
Obaseki	Edema	Alfred	FNP-MS		1166
Obeng	Nelly		FNP-ADVCRT		1166
Oliner	Ann	Gilbert	SPL-MA		1166
Onyeukwu	Sandra	I	BUS-MS	HUMANREC	1166
Parodi	Dawn		SPED-MSED		1166
Passard	Claudine	A	FNP-MS		1166
Patel	Devika		NUTR-MS		1166
Peck-bailey	Jennifer	A	SST-MA		1166
Peralta	Cristie	S	SE-MSED	SES2	1166
Perez	Yunilda	Y	PH-MPH		1166
Person-Jones	Eva	Marcia	SW-MSW	SW1YR	1166

Petropoulos	Fotini		SPL-MA			1166		
Planchart	Joan		SPL-MA			1166		
Price	Alandra	E	MAT-MSED	MAT7-12AC		1166		
Ramos	Maria	R	BE-ADVCRT	BES2		1166		
Ramsubhag-C	Carol		FNP-MS			1166		
Renil	Priyanka		FNP-MS			1166		
Reyes	Sandra		SPETE-MSED	EYCHLHDBID		1166		
Rivera	Isamar		SPL-MA			1166		
Rivera	Joanne	M	ELE-MSED			1166		
Roda	Martina		SPL-MA			1166		
Sabkar	Yasmene	M	SPL-MA			1166		
Saez	Cindy	M	SET1-6-ADC			1166		
Safonova	Sofia		FNP-MS			1166		
Salami	Christopher		PH-MPH			1166		
Salganik	Lisa		REC-MSED	THERARECM		1166		
Sanchez	Janet		EEB-MSED			1166		
Scott-Davis	Jenny		SECAC-MSED			1166		
Sebastian	Gracy		FNP-MS			1166		
Shah	Zakkiyyah	Anita	GIS-MS			1166		
Shaw	Blane		MU-MAT			1166		
Shin	Mijung		FNP-MS			1166		
Silverstein	Debra	S	SPL-MA			1166		
Simmons	Joyell	Jean	AEL-ADVCRT			1166		
Simon	Jennifer		SPL-MA			1166		
Sinanovic	Sofia		SPED-MSED			1166		
Sola	Jessica	M	SPED-MSED	CHLDDGBIL		1166		
Song	Nanhee		FNP-MS			1166		
Spang	Kristen	M	SPL-MA			1166		
Teague	Sharon	E	SPL-MA			1166		
Tudor	Verda	Lee	SPL-MA			1166		
Watson	Leroy		LS-MSED	EARLYCHLHM		1166		
Weiss	Karen	S	SPL-MA			1166		
White	Jennifer	M	PH-MPH			1166		
Williams	Margot		PH-MPH			1166		
Woodhouse	Morine		FNP-MS			1166		
Abadin	Munira	Jahan	SPEA-BA	SPEA	BA	55.000	115.000	
Abreu	Emily		SWK-BA	SWK	BA	42.000	99.000	
Aguasviva	Manuela	B	ENG-BA	ENG	BA	37.000	97.000	
Ahmed	Reeham	A	PSY-BA	PSY	BA	100.000	101.000	
Ahmed	Reem	A	PSY-BA	PSY	BA	100.000	97.000	
Ajibola	Monilola		SOC-BA	SOC	BA	49.000	127.000	
Albukhari	Mohammad	A	MCS-BA	MCS	BA	18.000	100.000	
Alburquerque	Francelis		PSY-BA	PSY	BA	47.000	107.000	

Almonte	Heinny		PSY-BA	PSY	BA	89.000	115.000
Alo	Oluwasayo	O	SOC-BA	SOC	BA	133.500	116.500
Alvear	Maritza	E	PSY-BA	PSY	BA	0.000	0.000
Andrade	Ruth	M	ART-BA	ART	BA	108.000	136.000
Annenberg	Ronya		MCS-BA	MCS	BA	104.000	119.000
Antwi	Michael		SOC-BA	SOC	BA	86.500	120.500
Arroyo	Crystal	M	SOC-BA	SOC	BA	42.000	102.000
Balseca	Madelaine	E	SPEA-BA	SPEA	BA	46.000	112.000
Barbosa	Jason		SWK-BA	SWK	BA	46.000	112.000
Barragan	Andrea	C	SOC-BA	SOC	BA	45.000	102.000
Bennett	Pomaretta		SWK-BA	SWK	BA	45.000	102.000
Bienvenue	Jobert	Teddy	POL-BA	POL	BA	140.000	123.000
Bigio	Christina		SOC-BA	SOC	BA	48.000	105.000
Bisono	Lizbeth		THE-BA	THE	BA	82.000	118.000
Bramble	Kolandro		SOC-BA	SOC	BA	45.000	105.000
Browne	Sharran	J	PSY-BA	PSY	BA	163.000	127.000
Bunnell	Melissa	S	PSY-BA	PSY	BA	32.000	110.000
Butt	Huma	I	BIO-BA	BIO	BA	35.000	95.000
Byas	Dyanne		SOC-BA	SOC	BA	0.000	0.000
Campoverde	Jessica	L	SPEA-BA	SPEA	BA	45.000	105.000
Cano	Maureen	I	SOC-BA	SOC	BA	41.000	101.000
Carey	Yolanda	M	ACC-BA	ACC	BA	33.000	118.000
Carmona	Rebecca		BIO-BA	BIO	BA	118.000	134.000
Carrasquillo	Natalie		SOC-BA	SOC	BA	108.000	108.000
Carrillo	Katherine		SPEA-BA	SPEA	BA	70.000	115.000
Castro	Stephanie	R	ART-BA	ART	BA	124.000	99.000
Castro Taveras	Ginette		FILMTV-BA	FILMTV	BA	39.000	99.000
Cayetano	Paola		SPEA-BA	SPEA	BA	36.000	96.000
Cedano	Ronal		ENG-BA	ENG	BA	71.000	99.000
Charles	Eruni		ENG-BA	ENG	BA	73.000	120.000
Chen	Min Cong		SWK-BA	SWK	BA	49.000	107.000
Cheng	Vincent		ACC-BA	ACC	BA	127.000	113.000
Clark	Lisa	M	SOC-BA	SOC	BA	0.000	0.000
Cole	Roy		SOC-BA	SOC	BA	52.000	101.500
Coleman	Brittany	D	ENGED-BA	ENGED	BA	67.000	90.000
Contreras	Zugeiry	M	SOC-BA	SOC	BA	0.000	0.000
Copeland	Felicia	N	SWK-BA	SWK	BA	79.000	111.000
Cordero	Sabrina		SOC-BA	SOC	BA	33.000	104.000
Cruz	Meylin	E	SOC-BA	SOC	BA	119.000	108.000
Cuello	Stacey		ART-BA	ART	BA	51.000	96.000
Daley	Sherica	A	MASS-BA	MASS	BA	137.000	115.000
Doulah-Rivera	Maimuna		ENG-BA	ENG	BA	156.000	134.000
Doulah-Rivera	Maimuna		PHIL-BA	PHIL	BA	156.000	134.000

Ducak	Dora		PSY-BA	PSY	BA	40.000	100.000
Espinal	Kerry		PSY-BA	PSY	BA	46.000	102.000
Estevez	Yenifer	M	POL-BA	POL	BA	106.000	109.000
Ewart	Alexandera	M	SPEA-BA	SPEA	BA	21.000	111.000
Feliz	Joanna		SPEA-BA	SPEA	BA	52.000	128.500
Ferin	Stephanie	C	SPEA-BA	SPEA	BA	58.000	123.000
Galindo	Katherine	N	PSY-BA	PSY	BA	40.000	100.000
Gallardo	Yolanda	M	ART-BA	ART	BA	39.000	114.000
Garcia	Jennifer		ANT-BA	ANT	BA	45.000	99.000
Genus	Keriann	A	SOC-BA	SOC	BA	30.000	90.000
Gil	Yodalín		SOC-BA	SOC	BA	48.000	102.000
Gomez	Unice		ART-BA	ART	BA	130.000	107.000
Gonell	Kraehl		SOC-BA	SOC	BA	0.000	0.000
Goris	Natalie		PSY-BA	PSY	BA	103.000	128.000
Greene	Courtnei	A	SOC-BA	SOC	BA	15.000	105.000
Hale	Zwelinjani		SOC-BA	SOC	BA	41.000	131.000
Hamedá	Saleh	N	MAT-BA	MAT	BA	18.000	88.000
Haroon	Arij	A	BIO-BA	BIO	BA	69.000	106.000
Hassan	Sanjida		PSY-BA	PSY	BA	81.000	128.000
Hernandez	Amy		COMLIT-BA	COMLIT	BA	75.000	129.000
Hernandez	Esperanza		SOC-BA	SOC	BA	67.000	129.000
Hernandez	Jasmin	A	FILMTV-BA	FILMTV	BA	42.000	99.000
Hill	Chiffone		SOC-BA	SOC	BA	0.000	0.000
Hoo-Kim	Kerique	T	ACC-BA	ACC	BA	30.000	114.000
Hooker	Qualia		BIO-BA	BIO	BA	47.000	130.000
Huggins	Ava		AAS-BA	AAS	BA	39.000	102.000
Ical	Juan	O	PSY-BA	PSY	BA	53.000	113.000
Idowu	Roselyn		SPEA-BA	SPEA	BA	58.000	128.000
Illescas-Jerez	Lorena	A	MASS-BA	MASS	BA	60.000	119.000
Ingram	Amy		ENG-BA	ENG	BA	93.000	106.000
Jejote	Ibrahim		POL-BA	POL	BA	83.000	107.000
Jeter	Nicole	N	BIO-BA	BIO	BA	105.500	135.500
Jones	Janise		SOC-BA	SOC	BA	50.000	110.000
Jordan	Mowava	S	FILMTV-BA	FILMTV	BA	115.500	102.500
Khan	Siddiq	Unnisa	SOC-BA	SOC	BA	27.000	99.000
Kissi	Esther		SOC-BA	SOC	BA	24.000	100.000
Landestoy	Emylice		DANC-BA	DANC	BA	104.000	104.000
Leger	Maegan	Isabel	ENG-BA	ENG	BA	103.000	103.000
Leon	Carlos	J	SWK-BA	SWK	BA	40.000	130.000
Lino	Jaleel	J	BIO-BA	BIO	BA	68.000	135.000
Lora	Yanill		SOC-BA	SOC	BA	48.000	108.000
Lorenzo	Gabriel		JOURNAL-BA	JOURNAL	BA	70.000	104.000
Loubriel	Elizabeth		COMLIT-BA	COMLIT	BA	0.000	0.000

Lovelace-Altid Nicole			SOC-BA	SOC	BA	86.000	97.000
Lugo	Jessica	P	PSY-BA	PSY	BA	56.000	116.000
Mandrake	Jade		SOC-BA	SOC	BA	39.000	99.000
Marcan	Alexandra	C	SPEA-BA	SPEA	BA	18.000	105.000
Marte	Nathalie	M	SPEA-BA	SPEA	BA	91.000	116.000
Martinez	Merienle	M	PSY-BA	PSY	BA	121.000	115.000
McNatt	Jason		SOC-BA	SOC	BA	30.000	90.000
Mena	Melanie	A	SOC-BA	SOC	BA	38.000	98.000
Mena	Shariyfa	N	AAS-BA	AAS	BA	45.000	96.000
Mora	Emily		BIO-BA	BIO	BA	98.000	105.000
Morales	Brenda	L	SPEA-BA	SPEA	BA	48.000	108.000
Morales	Carolina		HIST-BA	HIST	BA	0.000	0.000
Morales	Isabel	C	PSY-BA	PSY	BA	102.000	100.000
Morales	Krystal	R	ACC-BA	ACC	BA	58.000	112.000
Moreno	Cesar	A	SPEA-BA	SPEA	BA	60.000	108.500
Morgan	Travis	Ruppert	HIS-BA	HIS	BA	63.000	111.000
Muniz	Charlie		ECO-BA	ECO	BA	35.000	107.000
Murray	Monique	S	SPEA-BA	SPEA	BA	82.000	103.000
Navas	Kenia		LAC-BA	LAC	BA	42.000	132.000
Nepomuceno	Iris Jan	J	SOC-BA	SOC	BA	37.000	99.000
Nieves	Randy		ENG-BA	ENG	BA	75.000	114.000
Nin	Jessica		LAC-BA	LAC	BA	54.000	111.000
Norrington	Nicole		PSY-BA	PSY	BA	162.000	162.000
Norrington	Nicole		ENG-BA	ENG	BA	162.000	162.000
Notice	Rayan	K	SPEA-BA	SPEA	BA	51.000	106.000
Okoli	Chikaodiri	A	SOC-BA	SOC	BA	53.000	113.000
Olatunji	Olanrewaju		BIO-BA	BIO	BA	111.000	159.000
Omotosho	Josiah	O	MMJ-BA	MMJ	BA	57.000	108.000
Ovalle	Simthia	C	SOC-BA	SOC	BA	48.000	105.000
Overstreet	Shavon		PSY-BA	PSY	BA	66.000	126.000
Ozuna	Raeven	H	PSY-BA	PSY	BA	55.000	102.000
Paglietta	Nadia		COMLIT-BA	COMLIT	BA	50.000	101.000
Palmer	Tiara	M	SWK-BA	SWK	BA	42.000	102.000
Panama	Angelica	E	SPEA-BA	SPEA	BA	49.000	105.000
Parks	Latanya	K	PSY-BA	PSY	BA	45.000	111.000
Payero	Esterlyn		ACC-BA	ACC	BA	102.000	108.000
Pena	Karelin		SOC-BA	SOC	BA	93.000	108.000
Pena	Sylvania		PSY-BA	PSY	BA	98.000	106.000
Pena	Yenny		PSY-BA	PSY	BA	43.000	103.000
Pension-John	LaToya	T	SOC-BA	SOC	BA	39.000	99.000
Pereira	Sally	Maria	SOC-BA	SOC	BA	37.000	97.000
Perez	Joanne		ACC-BA	ACC	BA	82.000	123.500
Pineda	Janice		SPEA-BA	SPEA	BA	72.000	132.000

Pinero	Jennifer	L	SWK-BA	SWK	BA	99.000	99.000
Pinto	Angel	F	MMJ-BA	MMJ	BA	145.000	128.000
Pow	Racquel		SOC-BA	SOC	BA	89.000	99.000
Pozo	Laraine	S	SOC-BA	SOC	BA	36.000	96.000
Ramnath	Paul		SOC-BA	SOC	BA	45.000	105.000
Reese	Aniqua		ENG-BA	ENG	BA	65.000	84.000
Reyes	Carobin		SOC-BA	SOC	BA	80.000	130.000
Reyes	Carobin		PSY-BA	PSY	BA	80.000	130.000
Reyes	Dulce		SOC-BA	SOC	BA	39.000	96.000
Reyes	Jairyn	P	PSY-BA	PSY	BA	41.000	101.000
Reyes	Taina	L	SPEA-BA	SPEA	BA	29.000	95.000
Richiez-Pared	Maria	E	BIO-BA	BIO	BA	162.000	153.000
Richiez-Pared	Maria	E	PSY-BA	PSY	BA	162.000	153.000
Rinchere	Elissa		ACC-BA	ACC	BA	54.000	127.000
Rios	Ilka	M	SOC-BA	SOC	BA	49.000	109.000
Rivera	Jose	A	ACC-BA	ACC	BA	69.000	106.000
Rodriguez	Jacob	D	SOC-BA	SOC	BA	54.000	114.000
Rodriguez	Jennie	R	ENG-BA	ENG	BA	88.000	100.000
Rodriguez	Shailyn		PSY-BA	PSY	BA	0.000	0.000
Rosado	Elyis	M	ACC-BA	ACC	BA	20.000	110.000
Rovira	Vanessa	M	PSY-BA	PSY	BA	42.000	102.000
Russo	Michael	M	PSY-BA	PSY	BA	52.000	106.000
Santana	Vanessa		PHIL-BA	PHIL	BA	74.500	131.500
Santiago	Lynette		SOC-BA	SOC	BA	65.000	113.000
Santos	Noemi		ENG-BA	ENG	BA	55.000	106.000
Satram	Aneesa	A	SPEA-BA	SPEA	BA	81.000	105.000
Smith	Christal		ACC-BA	ACC	BA	41.000	95.000
Soler	Vanessa	A	ACC-BA	ACC	BA	70.000	117.000
Spence	Jarrett		JOURNAL-BA	JOURNAL	BA	48.000	108.000
Sterling	Elizabeth		HIST-BA	HIST	BA	65.000	116.000
Tan	Leslie		PSY-BA	PSY	BA	98.000	98.000
Taylor	Jason	H	HIST-BA	HIST	BA	126.000	133.000
Taylor	Rita	P	HIS-BA	HIS	BA	51.000	111.000
Tejada	Kelia		MMS-BA	MMS	BA	76.000	101.000
Tollinchi	Connie	F	PSY-BA	PSY	BA	37.000	97.000
Torres	Nazareth	R	ES-BA	ES	BA	61.000	103.000
Vasquez	Elaine	M	ENG-BA	ENG	BA	40.000	100.000
Vasquez	Kimberly	N	SWK-BA	SWK	BA	42.000	102.000
Velez	Bianca		PSY-BA	PSY	BA	0.000	0.000
Ventura	Lawrence	N	PSY-BA	PSY	BA	38.000	98.000
Walker	Denise	C	PSY-BA	PSY	BA	22.000	98.000
Walsh	Elizabeth	M.	HIS-BA	HIS	BA	0.000	0.000
Yabbashah	Patrick	Bass	COMSC-BA	COMSC	BA	36.000	96.000

Alonso	Brittney		BUS-BBA	BUS	BBA	43.000	103.000
Alvarez	Joellysa		BUS-BBA	BUS	BBA	98.000	98.000
Anderson	Michelle	E.	BUS-BBA	BUS	BBA	58.000	107.000
Andrade	Kathy		BUS-BBA	BUS	BBA	75.000	110.000
Berroa	Victor	A	BUS-BBA	BUS	BBA	119.000	119.000
Birmingham	Patrick	A	BUS-BBA	BUS	BBA	57.000	116.000
Castillo	Elayne		BUS-BBA	BUS	BBA	65.000	118.000
Checo	Elizabeth	N.	BUS-BBA	BUS	BBA	107.000	107.000
Compres	Anny	Y	BUS-BBA	BUS	BBA	60.000	120.000
Cuevas	Jamila		BUS-BBA	BUS	BBA	96.000	93.000
Del Toro	Desiree	G	BUS-BBA	BUS	BBA	21.000	108.000
Diop	Bassirou		BUS-BBA	BUS	BBA	50.000	107.000
Enabulele	Esohe		BUS-BBA	BUS	BBA	58.000	115.000
Eyssen	Christopher		BUS-BBA	BUS	BBA	30.000	104.000
Ferreras	Elvin	L	BUS-BBA	BUS	BBA	127.000	106.000
Garcia	Jennifer	C	BUS-BBA	BUS	BBA	42.000	102.000
Gonzalez	Christopher	M	BUS-BBA	BUS	BBA	18.000	108.000
Graciano	Chariny	E	BUS-BBA	BUS	BBA	96.000	93.000
Gutierrez	Janil		BUS-BBA	BUS	BBA	140.000	111.000
Hawthorne	Lowell	Fitzgerald	BUS-BBA	BUS	BBA	28.000	99.000
Haxhaj	Mersime		BUS-BBA	BUS	BBA	68.000	92.000
Ifeakandu	Tina		BUS-BBA	BUS	BBA	67.000	86.000
Jenkins	Lauren		BUS-BBA	BUS	BBA	97.500	121.500
Leonard	Tashiya	J	BUS-BBA	BUS	BBA	105.000	102.000
Lindo	Michael		BUS-BBA	BUS	BBA	52.000	112.000
Lucero	Lizbeth	L	BUS-BBA	BUS	BBA	105.000	102.000
Maeda	Kohei	A	BUS-BBA	BUS	BBA	0.000	0.000
Matos	Jennifer	D	BUS-BBA	BUS	BBA	67.000	99.000
Mckenzie	Odessa	P	BUS-BBA	BUS	BBA	40.000	104.000
Melendez	Albania		BUS-BBA	BUS	BBA	38.000	117.500
Miruku	Marcelo		BUS-BBA	BUS	BBA	146.000	147.000
Monegro	Genesis		BUS-BBA	BUS	BBA	36.000	85.000
Moya	Patsy	Diana	BUS-BBA	BUS	BBA	126.000	112.000
Ortega	Michelle		BUS-BBA	BUS	BBA	81.000	116.000
Oshode	Misha		BUS-BBA	BUS	BBA	114.000	114.000
Paula	Odessa	P	BUS-BBA	BUS	BBA	73.000	106.000
Peralta	Roseena		BUS-BBA	BUS	BBA	115.000	113.000
Perez-Powell	Michaela	G	BUS-BBA	BUS	BBA	105.000	105.000
Providence	Ednice		BUS-BBA	BUS	BBA	123.000	112.000
Roderick	Emanuel	E	BUS-BBA	BUS	BBA	69.000	98.000
Rodriguez	Emmanuel		BUS-BBA	BUS	BBA	43.000	103.000
Rodriguez	Jonnathan		BUS-BBA	BUS	BBA	30.000	107.000
Roper	Delison	C	BUS-BBA	BUS	BBA	36.000	96.000



Ruiz-Goris	Yesenia		BUS-BBA	BUS	BBA	136.000	156.000
Sanchez	Jimmy		BUS-BBA	BUS	BBA	73.000	117.000
Sepulveda	Leandra		BUS-BBA	BUS	BBA	45.000	105.000
Simmons	Terrell	D	BUS-BBA	BUS	BBA	43.000	97.000
Soler	Vanessa	A	BUS-BBA	BUS	BBA	70.000	117.000
Soriano	Taylor-Marie		BUS-BBA	BUS	BBA	38.000	92.000
Tavarez	Jael	E	BUS-BBA	BUS	BBA	62.000	123.000
Trippedo	Peter	Michael	BUS-BBA	BUS	BBA	45.000	103.000
Velasquez	Debbie	M	BUS-BBA	BUS	BBA	51.000	102.000
Veliu	Almina	B	BUS-BBA	BUS	BBA	42.000	102.000
Young	Chauntenay		BUS-BBA	BUS	BBA	34.000	102.000
Abreu	Luis	G	HSA-BS	HSA	BS	59.000	149.000
Acevedo	Griselda	Pamela	EXS-BS	EXS	BS	46.500	99.500
Agbenyega	Danny		ACC-BS	ACC	BS	57.000	117.000
Ahmed	Haitham		ACC-BS	ACC	BS	42.000	102.000
Alcantara	Betiana		ACC-BS	ACC	BS	45.000	105.000
Alcantara	Cinthia	M	HSA-BS	HSA	BS	34.000	94.000
Ali	Althea	S	NUR-BS	NUR	BS	91.000	151.000
Amaning	Richardson	B	TRE-BS	TRE	BS	134.000	119.000
Anane	Rita		HSA-BS	HSA	BS	40.000	100.000
Ayeni	Felicia	O	NUR-BS	NUR	BS	42.000	102.000
Azize	Yashiry		HSA-BS	HSA	BS	62.000	103.000
Babkr Badre	Rasha	Eltieb	DFN-BS	DFN	BS	48.500	138.500
Bassoo	Stacy	L	ABC-BS	ABC	BS	129.000	116.000
Beltran	Anthony		COMSC-BS	COMSC	BS	101.000	103.000
Bemah	Constance	A	NUR-BS	NUR	BS	43.000	133.000
Bendana	Linette		DFN-BS	DFN	BS	59.500	149.500
Boafo	Patricia	A	ACC-BS	ACC	BS	121.000	121.000
Boansi	Elvis	Kofi	COMSC-BS	COMSC	BS	118.000	121.000
Boxill	Keshanya		HSA-BS	HSA	BS	76.000	102.000
Boyce	Zakkiyyah	N	DFN-BS	DFN	BS	62.000	113.000
Browne	Sharran	J	NUR-BS	NUR	BS	163.000	127.000
Brulaj	Eda		ACC-BS	ACC	BS	36.000	96.000
Bull	Claudiel		SDS-BS	SDS	BS	79.000	107.000
Byfield	Christine		NUR-BS	NUR	BS	45.000	135.000
Camilo	Alberto	L	ACC-BS	ACC	BS	100.000	115.000
Carmona	Rebecca		ABC-BS	ABC	BS	118.000	134.000
Cebrian	Nicole		HSA-BS	HSA	BS	55.000	115.000
Chitan	Ashmini		ACC-BS	ACC	BS	48.000	108.000
Cuesta	Kiara	G	ACC-BS	ACC	BS	66.000	130.500
Dadzie	Barbara		NUR-BS	NUR	BS	42.000	132.000
David	Lyrira	C	TRE-BS	TRE	BS	45.000	94.000
Davis	Danila	M	NUR-BS	NUR	BS	30.000	90.000

Davis	Trinice	O	HSA-BS	HSA	BS	37.000	127.000
Dejesus	Michael		EXS-BS	EXS	BS	60.000	120.000
Deleon	Henry		EXS-BS	EXS	BS	87.000	95.000
Deschamps	Gabriela	V	CHE-BS	CHE	BS	98.000	130.000
Diaw	Oumou		HSA-BS	HSA	BS	74.000	164.000
Donkor	William		NUR-BS	NUR	BS	45.000	135.000
Duffner	Jennifer	D	HSA-BS	HSA	BS	49.000	139.000
Evbuomwan	Etinosa		DFN-BS	DFN	BS	116.000	113.000
Felder	Alisha	E	NUR-BS	NUR	BS	137.000	131.000
Fernandez	Jennifer		HSA-BS	HSA	BS	39.000	98.000
Fowler	Vinnette	C	NUR-BS	NUR	BS	39.000	96.000
Garcia	Johana	M	ACC-BS	ACC	BS	69.000	137.000
Generoso	Juliana	G	EXS-BS	EXS	BS	96.000	96.000
German	Rosmerys		ACC-BS	ACC	BS	15.000	103.000
Giron	Jasmin	M	DFN-BS	DFN	BS	106.500	109.500
Gissen	Jesse	M	DFN-BS	DFN	BS	26.500	116.500
Gonzalez	Yasnelly		HSA-BS	HSA	BS	48.000	108.000
Grabicki	David		ABC-BS	ABC	BS	69.000	129.000
Grullon	Rosalie		HSA-BS	HSA	BS	112.000	115.000
Guilamo	Yarisme		EXS-BS	EXS	BS	52.500	112.500
Guillen	Idelsa		ACC-BS	ACC	BS	41.000	115.000
Guillen	Wendy	M	ACC-BS	ACC	BS	51.000	141.000
Gutierrez	Alliana	M	HSA-BS	HSA	BS	35.000	125.000
Gutierrez	Amalfi	Y	HSA-BS	HSA	BS	63.000	116.000
Gutierrez	Anabel		TRE-BS	TRE	BS	39.000	99.000
Gutierrez	Franklyn	M	NUR-BS	NUR	BS	39.000	102.000
Handanovic	Jasmine		NUR-BS	NUR	BS	45.000	105.000
Happy	Mireille	T	CHE-BS	CHE	BS	0.000	0.000
Holder	Kenya	M	ACC-BS	ACC	BS	48.000	103.000
Holland	Emily		MUS-BS	MUS	BS	92.000	115.000
Hsu	Jui-Che		NUR-BS	NUR	BS	63.000	153.000
Imbert	Arlyn	M	EXS-BS	EXS	BS	0.000	0.000
Irons	David		REC-BS	REC	BS	55.000	112.000
Isidore	Annemarie		ACC-BS	ACC	BS	40.000	130.000
Iyamu	Osamwonyi	J	HSA-BS	HSA	BS	51.000	102.000
Jackson	Ryan		REC-BS	REC	BS	36.000	118.000
James	Jody-ann		THR-BS	THR	BS	33.000	123.000
Jervey	Kimberli		HSA-BS	HSA	BS	48.000	108.000
Jimenez	Ramon		EXS-BS	EXS	BS	98.000	111.000
Jimenez	Yossbel		HSA-BS	HSA	BS	75.000	106.000
Joseph	Harry	L	CIS-BS	CIS	BS	38.000	127.000
Karamoko	Yaya		ACC-BS	ACC	BS	41.000	101.000
Kearney	Lorraine		DFN-BS	DFN	BS	57.500	117.500

Kezin	Igor		DFN-BS	DFN	BS	45.500	135.500
Khan	Yeasmin		ACC-BS	ACC	BS	99.000	99.000
Kim	Sungwoong		NUR-BS	NUR	BS	21.000	112.000
King	Kendra		HSA-BS	HSA	BS	104.000	111.000
Kleponi	David	T	NUR-BS	NUR	BS	48.000	138.000
Kong	Hyun Sun		DFN-BS	DFN	BS	38.500	103.000
Lambooy	Joel		HSA-BS	HSA	BS	47.000	113.000
Lim	Robert	M.	ACC-BS	ACC	BS	81.000	127.000
Lima	Yoel	E	HSA-BS	HSA	BS	46.000	106.000
Lindsay	Tiana	L	HSA-BS	HSA	BS	99.000	99.000
Lubelli	Jordanna		ACC-BS	ACC	BS	79.000	103.000
Luckhai	Tavita		ACC-BS	ACC	BS	45.000	135.000
Luna	Robert James		DFN-BS	DFN	BS	58.000	118.000
Manning	David		NUR-BS	NUR	BS	41.000	131.000
Mansilungan	Nicole	H	DFN-BS	DFN	BS	95.000	104.000
Marin	Michael	B	ACC-BS	ACC	BS	67.000	157.000
Martinez	Diego		EXS-BS	EXS	BS	70.500	111.500
Martinez-Ayal	Angelica		CIS-BS	CIS	BS	85.000	106.000
Maxwell	Vinessa	E	NUR-BS	NUR	BS	25.500	115.500
Mernica	Enes		EXS-BS	EXS	BS	107.000	102.000
Militar	Gonzalo	C	ABC-BS	ABC	BS	0.000	0.000
Minkah	Justice		NUR-BS	NUR	BS	40.000	117.000
Miruku	Marcelo		ACC-BS	ACC	BS	146.000	147.000
Monroy	Melissa		DFN-BS	DFN	BS	53.500	113.500
More	Madelin		HSA-BS	HSA	BS	51.000	111.000
Morrison	Nadine		HEP-BS	HEP	BS	57.000	144.000
Moussa	Ayoub		HEP-BS	HEP	BS	77.500	113.000
Mujunangom	Kolushusho		ACC-BS	ACC	BS	65.000	113.000
Munoz	Mara		CGI-BS	CGI	BS	138.000	147.000
Musah	Shirazu	A	HSA-BS	HSA	BS	24.000	114.000
Nelson	Denise		DFN-BS	DFN	BS	30.500	120.500
Neptune	Matthew		NUR-BS	NUR	BS	45.000	135.000
Novais	Larissa	A	ABC-BS	ABC	BS	25.000	107.000
Novovic	Besnik		CIS-BS	CIS	BS	115.000	109.000
Okyere	Patrick		ACC-BS	ACC	BS	68.000	152.500
Onuoha	Ebere	P	NUR-BS	NUR	BS	36.000	126.000
Pache	Yesica	M	DFN-BS	DFN	BS	154.500	137.500
Paulino	Agustin		ACC-BS	ACC	BS	63.000	123.000
Paulino	Janissa		NUR-BS	NUR	BS	32.500	122.500
Paulino	Linissa		HSA-BS	HSA	BS	55.000	115.000
Peguero	Anabel		HSA-BS	HSA	BS	42.000	102.000
Peralta Ramo	Yanilda		COMSC-BS	COMSC	BS	45.000	105.000
Perez	Victoria		ACC-BS	ACC	BS	109.000	112.000

Perez	Yajaira	A	ACC-BS	ACC	BS	43.000	100.000
Perez-Felix	Jenny	E	ACC-BS	ACC	BS	46.000	109.000
Pinales	Melissa		EXS-BS	EXS	BS	127.000	127.000
Polanco	Annery		HEP-BS	HEP	BS	43.500	103.500
Polanco	Michelle	M	DFN-BS	DFN	BS	65.500	139.500
Polanco	Yanell		HSA-BS	HSA	BS	106.000	106.000
Poyser	Dotlyn	I	NUR-BS	NUR	BS	43.000	103.000
Preda	Anthony		EXS-BS	EXS	BS	82.500	105.500
Puntiel	Andy		HSA-BS	HSA	BS	39.000	96.000
Quezada	Thalia	A	HSA-BS	HSA	BS	127.000	127.000
Ramlackan	Chandrapaul		ACC-BS	ACC	BS	99.000	99.000
Ramos	Diana		ACC-BS	ACC	BS	45.000	105.000
Rawlins	Tiffany		HSA-BS	HSA	BS	78.500	129.500
Remigio	Sagrario		NUR-BS	NUR	BS	94.000	160.000
Reyes	Bibiana	L	EXS-BS	EXS	BS	101.000	101.000
Reynolds	Marsha		ACC-BS	ACC	BS	24.000	101.500
Rivera	Chris		EXS-BS	EXS	BS	102.500	128.500
Rivera	Christopher	W	ES-BS	ES	BS	36.000	94.000
Rivera	Evelyn		HSA-BS	HSA	BS	70.000	108.000
Rivera	Jennifer		HSA-BS	HSA	BS	62.500	122.500
Robinson	Jasmin	G	THR-BS	THR	BS	72.000	117.000
Rodriguez	Yeniffer		ACC-BS	ACC	BS	57.000	114.000
Ruff	Ronelle	C	HSA-BS	HSA	BS	109.000	135.000
Sam	Faustina		HSA-BS	HSA	BS	51.000	108.000
Samuel	Shawntelle	K	DFN-BS	DFN	BS	59.000	121.000
Samuels	Ashley	N	HSA-BS	HSA	BS	77.000	97.000
Santana	Vanessa		DFN-BS	DFN	BS	74.500	131.500
Schneider	Joshua Eben		HEP-BS	HEP	BS	66.000	100.000
Scott	Codi	Michael	NUR-BS	NUR	BS	21.000	111.000
Senyedji-karr	Assewe		ACC-BS	ACC	BS	50.000	110.000
Sheriff	Shekou		HSA-BS	HSA	BS	52.000	142.000
Shoneye	Idris	A	ABC-BS	ABC	BS	59.500	137.500
Shoyebo	Afolashade	A	NUR-BS	NUR	BS	68.000	168.500
Singh	Shaun		ACC-BS	ACC	BS	106.000	112.000
Slobert	Jeremi	C	CIS-BS	CIS	BS	65.000	125.000
Sobande	Gloria	A	HSA-BS	HSA	BS	43.500	113.500
Soler	Kristiana		MUS-BS	MUS	BS	45.000	105.000
Tackie-Yarboi	Samuel		ACC-BS	ACC	BS	29.000	119.000
Tada	Kohichi		ACC-BS	ACC	BS	35.000	117.000
Taveras	Nelkis	A	DFN-BS	DFN	BS	91.500	136.500
Tejada	Jessica		HSA-BS	HSA	BS	33.000	107.500
Teodoro	Madeleine	L	NUR-BS	NUR	BS	18.000	108.000
Then	George	L	TRE-BS	TRE	BS	51.000	111.000

Thomas	Oshane	O	ABC-BS	ABC	BS	0.000	0.000
Thornhill	Allison		HSA-BS	HSA	BS	109.000	108.000
Todman	Kendra		ACC-BS	ACC	BS	58.000	108.000
Torres	Jeremy		HSA-BS	HSA	BS	36.000	126.000
Torres	Jesse		EXS-BS	EXS	BS	100.500	108.500
Treat	Richard		NUR-BS	NUR	BS	45.000	135.000
Tresil	Marlene		NUR-BS	NUR	BS	24.000	99.000
Trilla	Katherine		DFN-BS	DFN	BS	117.500	114.500
Ujoatu	Nkechinyere	U	HSA-BS	HSA	BS	39.000	103.000
Ulery	Heather		ABC-BS	ABC	BS	56.000	116.000
Uy	Na	Z	NUR-BS	NUR	BS	15.000	105.000
Valenzuela	Rosa		HEP-BS	HEP	BS	50.000	111.000
Valerio	Yosaira		ACC-BS	ACC	BS	0.000	0.000
Vargas	Atriz	D	EXS-BS	EXS	BS	53.000	113.000
Vargas	Jazmille		HSA-BS	HSA	BS	95.500	95.500
Velez	Sandra	C	ACC-BS	ACC	BS	66.000	107.000
Ward	Chyenne		ACC-BS	ACC	BS	41.000	123.500
Wert	Rachel		DFN-BS	DFN	BS	29.000	122.000
Williams	Kimberly	D	NUR-BS	NUR	BS	36.000	99.000
You	Chloe		EXS-BS	EXS	BS	132.000	132.000

**Senate Meeting – May 4, 2016**  
**Graduate Studies Proposed Report**

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

Department of Early Childhood and Childhood Education

- EDE 727 – course prefix; course hours
- EDE 782 – course hours; description
- EDE 784 – course hours
- EDE 795 – course hours; description
- EDC 781, 784, 790 – course hours

Department of Middle and High School Education (MHSE)

- New courses: ESC 609 and 610
- Course changes: ESC 533; 534 595; 596; 611; 612; 797; 798
- M.S. Ed. Program in Teaching English to Speakers of Other Languages (TESOL) –admission and degree requirements
- Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL) – admission and certificate requirements

Department of Counseling, Leadership, Literacy and Special Education

- Revised new degree program – 30-credit MS/Organizational Leadership (MSOL) (CUNY's comments/suggestions/requirements have been included)

Department of Speech-Language-Hearing Sciences

- MA/Speech-Language Pathology – change in admission requirements
- Course withdrawals: SPE 724
- SPE 719 - course hours/credits; description, corequisite

Continuing Education

- Revisited the MA/liberal studies proposal from the March meeting and reviewed the revisions that the committee requested. The committee thought the revisions addressed any concerns.
- MA/liberal studies program – change in curriculum – adding a non-thesis option
- New Course: MLS 796 (capstone)

Does anyone have any questions and/or comments?

Our next meeting will be in September 2016.

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

**M.A. PROGRAM IN LIBERAL STUDIES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Liberal Studies, M.A.

Hegis Number: 4901.00

Program Code: 562

Effective Term: Fall 2016

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

2. **From**: **36-Credit Interdisciplinary Program in Liberal Studies, M.A.**

The M.A. in Liberal Studies Program is an interdisciplinary 36-credit degree program that allows students to design and pursue an individual course of study among several different departments at Lehman College. Students take a 12-credit core of Liberal Studies courses and 18 credits of graduate electives from various departments. The final requirement is to write a master's thesis under the supervision of a faculty member.

**Admission Requirements**

- A bachelor's degree with at least a 3.0 grade point average or its foreign equivalent from an accredited college or university. In exceptional cases student with a cumulative undergraduate grade-point average below 3.0 may apply by special petition.
- Submission of an autobiographical letter.
- Two letters of recommendation.
- Submission of a tentative course list related to the area intended to be pursued as a concentration.

**Degree Requirements**

CURRICULUM (36 credits)

Core courses (12 credits):

MLS 701	Introduction to Liberal Studies
MLS 702	The Arts and Humanities
MLS 703	The Social Sciences
MLS 704	The Natural Sciences

Electives to be chosen by students and adviser (18 credits):

Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

Thesis (6 credits):

MLS 797      Master's Thesis Preparation

~~**Thesis.** The program's major requirements consist of a master's thesis (6 credits). A written thesis proposal must be approved by the Faculty Advisory Committee, assuming prior approval by the student's first and second readers, by the time the student has completed 20 credits and is about to begin serious research or study related to the master's thesis.~~

~~**Comprehensive Examination.** Upon completion of all course work and submission of the thesis, all students must successfully pass a one-hour comprehensive examination. The examination is the same as the student's thesis committee. The chair of this committee and primary reader/adviser of the thesis is a faculty member in the field addressed by the thesis; two other members of the committee and second readers of the thesis will usually be program faculty advisers, but not necessarily in all cases.~~

**Transfer credits.** With appropriate permission, matriculated graduate students may apply to transfer up to 12 credits of graduate courses that have been earned within the last five years. A maximum of six credits can be transferred from courses applied toward a previously awarded master's degree.

**Credit for Life Experience.** With appropriate permission, matriculated graduate students who have not earned any other life-experience credits within the last five years may earn up to 6 credits (to be treated as transfer credits) for Prior Learning Assessment. PLA is based on student's ability to demonstrate learning that has taken place through volunteer activities or employment services. This knowledge must fall within one or more of the academic disciplines of the college. PLA rewards students for the time and advancement they have achieved in alternative learning settings. PLA must be in an appropriate field and is approved by the Program director. Students interested in PLA may register for a non-credit Portfolio Development workshop offered by the Office of Continuing Education.

**Curriculum.** The liberal studies program offers students the opportunity to design a course of study reflecting specific interest in a particular area of concentration. Students may take graduate courses as part of an individualized course of study, designed by the students themselves in consultation with a faculty committee, and suited to their own interests and professional needs. In



some area of concentration, students should be prepared to meet basic foreign language requirements where appropriate.

Students may choose any graduate course offered by the following departments:

- Anthropology
- Art
- Biological Sciences
- Chemistry
- English
- Earth, Environmental, and Geospatial Sciences
- History
- Journalism, Communication, and Theatre
- Languages and Literatures
- Latin American and Puerto Rican Studies
- Mathematics and Computer Science
- Music
- Physics and Astronomy
- Political Science
- Psychology

**Advisement.** Upon admission, each student is assigned a faculty adviser with special knowledge of the student's anticipated area of concentration. In consultation with his or her faculty adviser, a student develops a coherent course of study that must provide a balanced, interdisciplinary selection of courses in the spirit of the Liberal Studies Program. When a student is ready to choose a particular area of special research interest, he or she is assigned to an appropriate adviser with a particular interest in or special knowledge of the subject in question. Students who lack sufficient prerequisites for the particular area of study in which they choose to concentrate (e.g., the foreign languages required for focused historical or geopolitical study) are advised to add appropriate undergraduate courses to their graduate course-load.

**Time Limit.** Degree candidates must complete all requirements for the degree within a period of five years following matriculation.

### 3. To: **36-Credit Interdisciplinary Program in Liberal Studies, M.A.**

The M.A. in Liberal Studies Program is an interdisciplinary 36-credit degree program that allows students to design and pursue an individual course of study among several different departments at Lehman College. Students take a 12-credit core of Liberal Studies courses and 18 credits of graduate electives from various departments. The final requirement is to write a 6-credit master's thesis under the supervision of a faculty member, with the option of substituting a 3-credit capstone project and an additional elective.

### **Admission Requirements**

- A bachelor's degree with at least a 3.0 grade point average or its foreign equivalent from an accredited college or university. In exceptional cases student with a cumulative undergraduate grade-point average below 3.0 may apply by special petition.
- Submission of an autobiographical letter.
- Two letters of recommendation.
- Submission of a tentative course list related to the area intended to be pursued as a concentration.

### **Degree Requirements**

#### CURRICULUM (36 credits)

##### Core courses (12 credits):

MLS 701	Introduction to Liberal Studies
MLS 702	The Arts and Humanities
MLS 703	The Social Sciences
MLS 704	The Natural Sciences

##### Electives to be chosen by students and adviser (18 credits):

Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

##### Thesis (6 credits)

##### MLS 797 Master's Thesis Preparation (6 credits):

A written thesis proposal must be approved by the Faculty Advisory Committee, assuming prior approval by the student's first and second readers, by the time the student has completed 20 credits and is about to begin serious research or study related to the master's thesis.

Or:

##### Core courses (12 credits):

<u>MLS 701</u>	<u>Introduction to Liberal Studies</u>
<u>MLS 702</u>	<u>The Arts and Humanities</u>
<u>MLS 703</u>	<u>The Social Sciences</u>
<u>MLS 704</u>	<u>The Natural Sciences</u>

##### Electives to be chosen by students and adviser (21 credits):

Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

Capstone (3 credits):

Students who plan to do a capstone project first must successfully complete 33 credits of course work with a 3.0 average. They then must meet with two approved readers to frame an interdisciplinary capstone project (MLS 796), to be completed under the direction of an adviser from the program.

**Thesis/capstone defense.** Upon completion of all course work and submission of the thesis or capstone project, all students must successfully pass a one-hour oral defense with their thesis/capstone committee. The chair of this committee and primary reader/adviser of the thesis/capstone is a faculty member in the field addressed by the thesis/capstone; the second reader of the thesis/capstone will usually be a program faculty adviser, but not necessarily in all cases.

**Transfer credits.** With appropriate permission, matriculated graduate students may apply to transfer up to 12 credits of graduate courses that have been earned within the last five years. A maximum of six credits can be transferred from courses applied toward a previously awarded master's degree.

**Credit for Life Experience.** With appropriate permission, matriculated graduate students who have not earned any other life-experience credits within the last five years may earn up to 6 credits (to be treated as transfer credits) for Prior Learning Assessment. PLA is based on student's ability to demonstrate learning that has taken place through volunteer activities or employment services. This knowledge must fall within one or more of the academic disciplines of the college. PLA rewards students for the time and advancement they have achieved in alternative learning settings. PLA must be in an appropriate field and is approved by the Program director. Students interested in PLA may register for a non-credit Portfolio Development workshop offered by the Office of Continuing Education.

**Curriculum.** The liberal studies program offers students the opportunity to design a course of study reflecting specific interest in a particular area of concentration. Students may take graduate courses as part of an individualized course of study, designed by the students themselves in consultation with a faculty committee, and suited to their own interests and professional needs. In some area of concentration, students should be prepared to meet basic foreign language requirements where appropriate.

Students may choose any graduate course offered by the following departments:

- Anthropology

- Art
- Biological Sciences
- Chemistry
- English
- Earth, Environmental, and Geospatial Sciences
- History
- Journalism, Communication, and Theatre
- Languages and Literatures
- Latin American and Puerto Rican Studies
- Mathematics and Computer Science
- Music
- Physics and Astronomy
- Political Science
- Psychology

**Advisement.** Upon admission, each student is assigned a faculty adviser with special knowledge of the student's anticipated area of concentration. In consultation with his or her faculty adviser, a student develops a coherent course of study that must provide a balanced, interdisciplinary selection of courses in the spirit of the Liberal Studies Program. When a student is ready to choose a particular area of special research interest, he or she is assigned to an appropriate adviser with a particular interest in or special knowledge of the subject in question. Students who lack sufficient prerequisites for the particular area of study in which they choose to concentrate (e.g., the foreign languages required for focused historical or geopolitical study) are advised to add appropriate undergraduate courses to their graduate course-load.

**Time Limit.** Degree candidates must complete all requirements for the degree within a period of five years following matriculation.

#### **4. Rationale:**

In order to provide more flexibility in the programs of study for candidates for the M.A. in Liberal Studies, the program proposes that the current requirements for thirty credits of graduate-level course work and a six-credit M.A. thesis be expanded to include a non-thesis option. This option would require an additional three credits of graduate-level course work for a total of thirty-three credits and the completion of a three-credit capstone project (MLS 796).

Such projects could include (but not be limited to) an extended original-source research paper, a literature review, an annotated critical bibliography, or the development of a website. Capstone projects would be done under the supervision of a faculty adviser and would be approved by a second reader. Like the thesis, the capstone project should incorporate approaches from at least two different academic disciplines. This option is in line with that offered in MALS programs and other humanities programs in peer institutions.

By introducing the capstone project option, the program can better address the intellectual and professional needs of students for whom a traditional master's thesis may not be suitable, while maintaining an emphasis on research and critical thinking skills and graduate-level academic writing.

The program also has modified the language describing the comprehensive examination (which was developed in the program's first incarnation, in the early 1990s) in order to describe more accurately the accompanying description, which refers to a thesis defense rather than a traditional comprehensive examination (the latter comes before, as opposed to after, the thesis and has primary reference to prior coursework as opposed to the thesis). The new heading will give students a much better idea of what to expect from this program requirement, and it has also been modified to take into account the new capstone option.

**5. Date of Advisory Committee Approval:** February 22, 2016

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

**M.A. PROGRAM IN LIBERAL STUDIES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Liberal Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Liberal Studies
Course Prefix & Number	MLS 796
Course Title	Capstone Project
Description	Under the supervision of a program-appointed adviser, with input from a second faculty member, students research and produce a capstone project. Possible projects, incorporating approaches from at least two different academic disciplines, may include but are not limited to a research paper, a literature review, an annotated critical bibliography, or the development of a website.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	_____ Individual and Society _____ Scientific World
--	--

**3. Rationale:** This course is intended as an alternative to the 6-credit Master's Thesis in the MA Program in Liberal Studies. Students who choose this option will be required to take an additional 3-credit elective course. By introducing the capstone project option, the program can better address the intellectual and professional needs of students for whom a traditional master's thesis may not be suitable, while maintaining an emphasis on research and critical thinking skills and graduate-level academic writing.

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

- Demonstrate understanding of the stakes, importance, and politics of interdisciplinary thinking
- Demonstrate an understanding of the methods and conventions of critical reading and writing
- Demonstrate familiarity with the language, research methods, and data bases of more than one discipline.
- Demonstrate proficiency in graduate-level academic research and writing (specific evidence of these skills will vary depending on the disciplines with which the student engages and the nature of the project).

**5. Date of Advisory Committee Approval:** February 22, 2016

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

PROPOSAL TO ESTABLISH A PROGRAM IN

***ORGANIZATIONAL LEADERSHIP***

LEADING TO THE

***MASTER OF SCIENCE DEGREE***

SPONSORED BY  
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY,  
AND SPECIAL EDUCATION (CLLSE)**

*Approval: February 10, 2016*

APPROVED BY  
**LEHMAN COLLEGE FACULTY SENATE (DATE)**

***Approval:***

College Representative: Dr. Harriet Fayne (Dean, School of Education)

Contact Person:

Dr. Janet R. DeSimone (Coordinator and Faculty, Educational Leadership Programs)

718.960.4993 (phone)

janet.desimone@lehman.cuny.edu

Provost's Signature: \_\_\_\_\_

Provost's Name: \_\_\_\_\_



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## ABSTRACT

Lehman College of the City University of New York proposes to establish a 30-credit master of science degree program in organizational leadership (MSOL). This program seeks to prepare candidates to assume leadership positions within a variety of fields such as higher education, not-for-profit, community-based, governmental agencies and healthcare and will provide opportunities for high-quality, accessible, and affordable graduate leadership education for residents in the Bronx and surrounding areas. Currently, in the Bronx and the surrounding area, there is no public-sector institution that offers a graduate degree in organizational leadership. In addition, Lehman would be the only CUNY institution to offer this degree. The MSOL program will be housed in the Department of Counseling, Leadership, Literacy and Special Education (within the School of Education) and will be the third leadership program offered, joining Lehman's existing School Building Leader and School District Leader programs.

## PURPOSE AND GOALS

### Purpose

The purpose of the proposed 30-credit master of science in organizational leadership (MSOL) program at Lehman College is to prepare students to assume leadership positions within a variety of fields such as higher education, not-for-profit, community-based, governmental agencies and healthcare. The program will provide opportunities for high-quality, accessible, and affordable graduate leadership education for residents in the Bronx and surrounding areas. Currently, in the Bronx and the surrounding area, there is no public-sector institution that offers a graduate degree in organizational leadership. In addition, Lehman would be the only CUNY institution to offer this degree.

The MSOL program will be housed in the Department of Counseling, Leadership, Literacy and Special Education (within the School of Education) and will be the third leadership program offered, joining Lehman's existing School Building Leader and School District Leader programs. The MSOL does not lead to any type of New York State certification.

The curriculum is designed to prepare students for positions of leadership (e.g., directors, supervisors, managers, etc.) in colleges/universities, non-profit and/or community-based organizations, governmental agencies, hospitals and other related fields.

The pedagogical content of the courses integrates practice with theory, and course objectives are aligned with the School of Education's *Lehman Urban Transformative Education* (LUTE) conceptual framework. Extensive field-based experiences will be a central component throughout this program. Students will be expected to develop their skills and capacities as leaders through both on-campus and work-based experiences with current leaders from multiple fields such as the non-profit and community-based sectors. The proposed courses will emphasize self assessment and reflection, critical thinking, decision making and problem solving. Students will be prepared to meet the program goals through interactive, team-based, transformational learning experiences.

Program Goals

1. Recruit and retain candidates from groups historically underrepresented in organizational leadership;
2. Prepare candidates who emphasize collaboration and empowerment of staff and strive to create democratic and professional learning communities that continuously seek to improve and progress;
3. Prepare candidates who can create, articulate, implement, inspire, and communicate a vision for an organization;
4. Prepare candidates who can communicate and build effective partnerships;
5. Prepare candidates to harness human ingenuity, technology and environmental change to foster continuous learning and competitive advantage;
6. Enhance candidates' capacity for unleashing human potential and generating motivation;
7. Develop candidates who are informed consumers of leadership research and who rely on data-driven decision making to improve the function of an organization and to effectively allocate resources;
8. Develop candidates who are models of ethical and moral leadership, who embrace diversity, and who seek to build positive relationships based on trust, understanding, and mutual respect;
9. Develop candidates who are critical thinkers;
10. Develop candidates who understand issues associated with diversity (LUTE);
11. Develop candidates who have the ability and versatility to create optimal learning experiences staff (LUTE);
12. Develop candidates who demonstrate scholarship and service (LUTE).
13. Acquire tools for ongoing self-assessment and growth as a leader.

Career Objectives

Develop the abilities of program graduates to:

- Qualify for leadership positions within institutions of higher education, non-profit, community-based and healthcare organizations;
- Conduct action research and program evaluation within their organizations and make data-driven decisions to meet their goals and vision;
- Lead organizational reform and act as change agent for continuous improvement and better outcomes that impact the community;
- Make a life-long commitment to grow intellectually, ethically, and professionally through critical and reflective practice, community service, and membership in professional affiliations (LUTE);
- Form collaborative relationships with partners and the community (LUTE);
- Seek out professional knowledge of current and innovative leadership and organizational theories and practices, including technological advances (LUTE).

Faculty Expertise and Support

Within the Department of Counseling, Leadership, Literacy and Special Education there are many excellent and qualified full-time and adjunct faculty with degrees, skills and/or experience to teach in the MSOL program. In addition, there are many experienced and skilled individuals, across campus, who are suited and qualified to teach in the MSOL program, as well. Since the MSOL program is designed to give students a practical education in leading organizations, making sure

that actual leaders teach some MSOL classes is critical. This is where drawing from a pool of current organizational (e.g., non-profit, community-based) leaders will meet the needs of MSOL students.

Effect of the Programs on the College and the School of Education and Ways the Programs Complements Existing Lehman Programs

The proposed MSOL program is designed to complement the programs already offered by the college at the graduate and undergraduate levels. The program is different both in content and process from the School of Education's existing graduate programs, as well as from the other graduate programs currently offered at Lehman College. As such, it is not expected to encroach on the enrollment goals of the college's existing graduate programs. Instead, it will offer a new educational path to people who might not otherwise consider the School of Education as an option for graduate study.

With the MSOL program's focus being on leadership development, such as non-profit and community-based leadership, the content does not interfere with or duplicate any of the existing programs within Lehman's Department of Economics and Business, and this department's chair has been included in discussions and development of components of the MSOL program (e.g., specific courses).

In addition, the proposed program seamlessly complements Lehman's Adult Degree Program, whose students are adult professionals pursuing their degrees from wide variety of disciplines. The unique appeal of this program to these students and other adult learners within Lehman College community is due to the fact that it offers a graduate degree option that does not limit their skill sets to a specific discipline (Hughes & Panzo, 2015).

Relationship of the Programs to the Mission of the College

The proposed MSOL graduate program is supported by the mission statement of Lehman College, as it appears in the 2010-2020 Strategic Direction document. The mission states:

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs...numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will contribute to the economic development of the region...foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman. (2)

The Lehman MSOL program is perfectly aligned with the mission of the college in that it seeks to accomplish the following:

- Provide students with the knowledge and skills that will enable them to be effective leaders in a variety of organizations.
- Provide organizations in the region with graduates who have developed their abilities to perform leadership functions effectively.
- Contribute to the accomplishment of the mission of Lehman College, which is to provide professional degree programs and afford opportunities to develop skills and competencies needed in the workplace.

### Potential Quality of the Programs in Relation to Comparable Programs within CUNY and Outside the University

With its focus on leadership, its interdisciplinary approach and its team-based learning process, the proposed Lehman College MSOL program differs from existing graduate programs within CUNY, which address other needs. In fact, the program will be the first of its kind offered in the entire CUNY system.

Lehman's Master of Science in Business Program (and the master degree in business administration offered at CUNY's Baruch College and other regional colleges) provides knowledge of the functional disciplines of business (e.g. management, marketing, finance) and emphasizes quantitative, analytical techniques in order to accomplish its purpose of developing managers and specialists. Such programs are typically structured with a core of requirements in the functional disciplines, followed by a concentration in one of these disciplines. In contrast, the proposed program provides knowledge of leadership roles and emphasizes interpersonal skills in order to accomplish its purpose of developing leaders. In addition, Lehman's Master of Science in Business Program's track in human resource management prepares graduates to work only in human resource environments and does not prepare graduates to assume leadership positions in colleges/universities, non-profits and governmental agencies. The course work is completely different when compared to the proposed MSOL curriculum.

Other programs, which include masters in education, nursing, social work, counseling, journalism, computer science, engineering, chemistry, biology, and environmental science are also oriented towards specific careers. The existing MSOL programs in the region are offered at approximately twice the cost of the Lehman MSOL. Finally, the proposed program will fill a critical gap in the array of existing graduate programs within the CUNY system.

## **NEED AND JUSTIFICATION**

### Needs of the Community

In recent years, the changing needs of adult learners and the organizations that employ them have increased the pressures on institutions of higher education to rethink existing academic programs and create new ones. Educational institutions have responded with new offerings at both the undergraduate and graduate levels, but they have still not fully met the needs of adult learners and organizations for professional development programs (Stewart, 2011). In introducing a brand new program in Organizational Leadership, Lehman College's School of Education seeks to do its part in fulfilling the unmet professional development needs of both adult learners and the organizations that employ them.

### Needs of the Profession

Unlike most graduate programs, which by necessity tend to be oriented towards specific professions, the proposed graduate program in Organizational Leadership offers an intentionally interdisciplinary curriculum that will cater to the needs of a broad variety of professions. Designed on the premise that the leadership challenges of almost all professions tend to be universal, this program offers practical tools to its candidates, which can be immediately applicable in their respective places of work. Organizations need people who have the knowledge and flexibility to play a variety of roles. They need people who can communicate effectively regardless of the

positions they hold in the organization. They need people who can manage across the ever-evolving diversity landscape in the 21<sup>st</sup> century. Above all, they need people at all levels of the organization who can motivate other people, align them in cooperative efforts and direct them toward organizational goals (Patel, 2014). Lehman College's MSOL program will radically impact the needs of not one, but several professions, through this experiential, interdisciplinary program. In the below chart are some examples of the transferable skills that graduates of this program gain:

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**WHAT LEADERSHIP SKILLS DO YOU NEED MOST?**

These competencies were voted the most important for all management positions.



SOURCE ZENGER/FOLKMAN

HBR.ORG

Data obtained from studies conducted by the Bureau of Labor Statistics suggest that a need for highly educated workers to do professional and technical occupations has emerged. The data list careers in management, engineering, law, social service, education and a broad range of careers, as sources of jobs that require flexibility, social skills, abstract reasoning skills, and post graduate education. In fact, 90 percent of workers with graduate degrees held these kinds of jobs in 2013 compared with about 64 percent of college graduates without postgraduate education. As these jobs tend to be the highest paying, workers with graduate degrees appear to have a direct, competitive advantage over other college graduates when it comes to getting well-paid jobs (Soyers, 2015).

Candidates for the MSOL program tend to come from a broad range of career fields, and this is reflected in the results of our survey of prospective students. Most of the likely applicants to this program are mid-career (35-44 age group) professionals with an established career path, but desirous of an opportunity to grow within their organizations, or have intentions of transferring their leadership skills to another organization. While the range of salaries for graduates of this program is as broad as the diversity of career disciplines it serves, typical positions of graduates include: directors, managers, coordinators and supervisors in non-profit organizations; government; healthcare/hospital facilities; multi-national corporations; retail; telecommunications; transportation; labor unions; utility companies and academic institutions.

Because the salary rates for graduates of this program will vary according to industry, the ranges may reflect dramatic differences between a manager working at a non-profit organization and a manager working at a utility company. For example, the salary of a Program Manager at Non-Profit organization ranges from \$33,571 to \$68,593 depending on the type of organization he/she works for and the region of the country. A Program Manager with strategic planning skills gained in an MSOL program will earn a 9% higher salary than the national average \$45,487 salary. A New York resident in the same position, with the same skills will earn a 13% higher salary than the national average. Similarly, an administrative assistant at a telecommunications company may earn a significantly higher salary than his/her counterpart at a law enforcement agency. Administrative Assistants earn between \$23,564 and \$48,431 (national average is \$33,000). While the national average salary for an Operations Manager is \$60,439, the range can be as varied as \$35,488 to \$102,040. Data shows that an Operations Manager in New York City, with leadership skills, earns 9% higher than the national average. A Program Coordinator of a Non-Profit Organization in New York, with project management skills also gained from an MSOL, will earn approximately 12% more than \$38,191 - the national average for that position (PayScale, 2015).

#### Needs of the College

The proposed program is designed to take advantage of the college's strengths in the disciplines from which the knowledge content of the program is drawn (e.g., counseling, social work, psychology, behavioral sciences and communication). To a great extent, it will utilize existing faculty, academic support services and physical resources of the college which are available for such a purpose.

The Bronx is home to several hospitals, non-profit and/or community-based organizations, industrial companies, city agencies and social service organizations. The majority of the applicants seeking an MSOL degree will be employees of these organizations and agencies. Therefore, the introduction of an MSOL program at Lehman College will advance the college's mission to contribute to the economic development of the region. In addition, the projected organic growth of the program as more students from these organizations enroll and graduate from it ensures that the impact of a Lehman College education in the region is sustained. To further advance the mission of the college, the proposed program can, in the foreseeable future, be offered onsite at a variety of organizations in the Bronx – thus solidifying the college's competitive advantage.

#### Needs of the School of Education

The transformative emphasis of the proposed program will find a natural home in the School of Education. The core values of Educating for Equity, Realizing Potential, Affirming Diversity and Empowering Learners are inherently embedded in the design and delivery of this program. The basic premise of the Lehman MSOL is that leadership is primarily a state of mind, and that anyone in the organization can lead from where they sit in the organization (Gaul, 2014). As a result, this program will appeal to individuals who are not just focused on leadership in an educational environment, which means the introduction of this program will substantially increase the enrollment goals of the School of Education because it will attract candidates from a wider variety of disciplines and industries than are currently served by the School. The duration and cost of the program differentiate it from any similar program in the region.

Nationally, organizational leadership programs are housed in a variety of schools and/or departments within colleges/universities. While in some colleges/universities, an organizational leadership program is included with their business programs, other schools choose to house this program in various other areas (e.g., professional studies, adult learning, psychology and human development, to name a few). There are numerous colleges/universities (Vanderbilt University, University of Charleston, Eastern University, Concordia/University of Chicago, Rider University, Geneva College, to name a few) where the school of education (or a department of educational leadership, leadership development, leadership studies, etc.) offers an organizational leadership program.

#### Organizational Leadership Graduate Programs at Other Institutions in the Metropolitan Area

Currently, in the Bronx, there is no public-sector institution that offers a MSOL program. In the private sector, Nyack/New York's Christian College offers a 30-credit master's degree program in organizational leadership, with what appears to be an emphasis on spiritual leadership. Manhattanville College offers master's degree in human resource management (approximately 33 credits) and in business /leadership (39 credits), but neither degree prepares students for more general leadership positions outside of business and human resources. The same can be said for Fordham University, only offering a master's degree in non-profit leadership, which, again, is limiting in employment opportunities for graduates of such a program. Although Mercy College does offer a 36-credit master's degree in organizational leadership, the cost of their program would far exceed the cost of Lehman's proposed MSOL program. Further, some online colleges such as Walden and Capella do offer graduate degrees in leadership, and while perhaps convenient, their tuition costs also are higher. (Given that the proposed program is designed to provide access to strong leadership development to residents of the Bronx and surrounding areas, for now, a fully online format would not be needed.) A degree from a private institution, within the Bronx, can cost as much as \$35,000-\$50,000 for a minimum 30-credit graduate program. The affordable cost of graduate-level tuition at Lehman will provide greater access to a larger population of students. A lower tuition rate will make it easier for individuals to afford to pursue a graduate degree in educational leadership at the College.

#### Organizational Leadership Graduate Programs at Other CUNY Institutions

Currently, the School of Professional Studies offers three undergraduate certificates in leadership, organizational studies and management. This would not cause any conflict with Lehman's proposed MSOL program. Further, they offer a graduate certificate in general management, which is comprised of only three courses and does not offer the breadth and depth that the proposed MSOL curriculum offers. The School of Professional studies also offers a 30-credit master's degree in business management and leadership, but this program is geared more towards financial management and does not appeal to those who are seeking leadership positions in non-profit organizations, higher education institutions, medical organizations, etc. Lastly, the College of Staten Island and Baruch College offer master's degrees in business management and business administration, respectively, which, again, are geared towards those seeking positions in the corporate, financial world only.

## **STUDENTS**

### Evidence of Student Interest and Sources of Potential Students

Evidence of need for the proposed program was obtained by conducting a market survey. A survey of potential students, from a variety of Lehman undergraduate majors (e.g., journalism, sociology,



business administration, health services administration, biology, accounting, food and nutrition, etc.), indicated a strong demand for the proposed program (see Appendix I for survey and results). Of the 163 respondents, 88.3 percent said they probably would or definitely would attend graduate school, and 78.3 percent said they believed that they need a higher degree to achieve their career goals. After reading the description of the proposed program, 75.1 percent said they probably would or definitely would enroll in such a program, with 24.2 percent of respondents saying they definitely would. The survey results indicated that demand for the proposed program exists across genders, age groups, and racial/ethnic groups.

#### Student Admission and Anticipated Attrition Rate

Students will be admitted only during the fall semester. We intend to admit a class of 28 students each fall semester. These five-year enrollment numbers are designed to be conservative so as to allow the program adequate time to grow. Once we begin to actively recruit students, as well as begin outreach to organizations for targeted, onsite programs (with the hire of the Instructor-level position in year two), we anticipate this number will increase.

The Admission Committee may decide to waitlist those students who show great potential to be in such a program but have ranked just below the admitted students. Accepted students will be given a specific registration deadline date. Accepted students who have not registered by this date will surrender their spots within the program, and we will begin enrolling students from the waitlist.

We anticipate that all MSOL students will be employed full-time and will be attending graduate school on a part-time basis. These students will be able to complete the MSOL degree in approximately one year (12 months).

#### Projected Five-Year Enrollment

Table 1: Projected Five-Year Enrollment for MSOL+

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Fall New	28	28	28	28	28
Fall Continuing	--	--	--	--	--
Fall Total	28	28	28	28	28
Winter New	--	--	--	--	--
Winter Continuing	25	25	25	25	25
Spring New	--	--	--	--	--
Spring Continuing	24	24	24	24	24
Summer New	--	--	--	--	--
Summer Continuing	*23	*23	*23	*23	*23

+ The percentage of attrition is estimated based on an informal survey of other four-year institutions currently offering similar programs, as well as data from Lehman's existing K-12 leadership programs. The attrition rates from the research and data ranged from six to 13 percent, with the larger attrition rates usually occurring after the first semester. Based on the research and data, an average attrition rate of 10 percent was used in the above estimations for the first-semester numbers, and then a five percent attrition rate was used in subsequent semesters.

\*These students will graduate in September

Admission Requirements for the MSOL program:

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
3. Currently working;
4. Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

Applications for matriculation are due by April 1 (for the fall semester). At first, students will only be admitted every fall semester; no students will be accepted for entrance during the spring or summer semesters. Once we have offered the program for a few years, we will revisit the admission periods. A limited number of non-matriculated students may be accepted, contingent on these students meeting the admission requirements. For the most part, the program will be comprised of matriculated students only.

Once accepted into the program, students will be required to meet with a MSOL program advisor prior to registering each semester. This ensures that each student will receive individualized academic advisement each semester. All students must also maintain an overall 3.0 (B) grade point average to continue in the program. In accordance with Lehman College policy, there will be a five-year limit for students to complete the program.

Students will be required to take two classes per semester, if they want to graduate in a one-year period. Classes will generally be offered one day per week, in adjacent time slots. Such scheduling will accommodate the mostly full-time employed population of students that we anticipate.

Recruitment and Retention of Candidates From Historically Underrepresented Groups

Lehman College is committed to the recruitment and retention of candidates from groups historically underrepresented in organizational leadership by:

- Conducting graduate classes that foster collaboration between the faculty and candidates and acknowledges the needs of adult learners from diverse backgrounds;

- Exposing candidates to classroom and field-based organizational experiences that involve successful leaders, managers, directors, etc., of varied racial and ethnic background; and
- Modeling respect and inclusivity in faculty instruction and in the evaluation of academic achievement.

### Selection Process

The Admissions Committee will consist of the Program Coordinator and full-time faculty members from Lehman's Educational Leadership/MSOL Programs. Applications will be evaluated on the following:

1. academic history;
2. work experience;
3. quality of essay, including depth of self-awareness and self-reflection;
4. interview evaluation; and
5. letters of recommendation.

### MSOL Admission Appeals

An applicant who is denied admission to the MSOL program may appeal the decision by writing a formal letter of appeal to the department. If an applicant still is not satisfied with the outcome of the appeal, the applicant can appeal to the School of Education's Associate Dean. The Associate Dean, in consultation with the graduate admissions office, reviews the applicant's documents, and depending on the situation, may ask the applicant to come in for an interview and/or submit additional information. In addition, applicants may be admitted conditionally to the MSOL program and given a specified time by which the conditions (e.g., meet required grade point average or submit additional recommendations) must be met. This ensures that an applicant, who shows tremendous potential to succeed in the MSOL program, but does not meet a specific requirement fully, still may be admitted and given time to prove his/her abilities.

### Arrangements for Advising and Counseling Students

Once accepted, students will be required to meet with a MSOL program advisor prior to registering each semester. This ensures that each student will receive individualized academic advisement each semester and their development of leadership skills will be monitored. Advisors will guide students through their course of study, carefully noting and discussing issues related to each student's academic performance.

In addition, all MSOL program faculty will meet, both formally and informally, to discuss students' progress through the program, identify problems, respond to concerns, and work as a team to optimize students' learning and performance.

### Provisions for Career Counseling and Job Placement Services

The Career Services Center (CSC) at Lehman College assists its students in meeting the challenges of the workplace in the new millennium by integrating the areas of career development, job opportunities, internships, and technology into their academic experience. Lehman students are able to take advantage of the wealth of information offered by the CSC and their career library. Individuals have the opportunity to discuss in detail and/or attend workshops in career planning issues, resumes and cover letters, job search strategies, as well as any other career-related topics. In addition, students can practice and evaluate their interviewing skills by participating in mock

interviews. These interviews will be videotaped, and then students will receive feedback from CSC staff on ways in which they can improve their interview skills. Most importantly, the educational leadership faculty and the School of Education staff are quite active and involved in the job placement of our graduate students. Currently, job openings are shared throughout the School of Education, and often graduates are placed in jobs through the internal network. To assist with placement of MSOL graduates, program faculty will work collaboratively with appropriate departments/offices/programs (business, student affairs, counseling, health sciences, etc.) across the campus to find out about potential leadership positions that may be a good fit for MSOL graduates.

#### Special Support Services that Will Encourage Timely Completion of the Programs

Support services available through Lehman, including tutoring, counseling, health care, and support services for students with disabilities, will be utilized as deemed appropriate by faculty, school staff, and students. Further, the Office of Graduate Studies monitors matriculation and academic performance of all graduate students. Lehman College already has graduate advisors and a graduate admissions department.

#### Policy Requiring Prior Learning

As per Lehman's current policy, all credit to be applied toward Lehman master's degrees (or certificate programs) is subject to the approval of the department chair, program coordinator, and/or graduate adviser of the student's particular academic program. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated. Grades of B or better in courses taken outside of Lehman are required in order for courses to be eligible for transfer.

With appropriate permission, matriculated graduate students may apply as transfer credit toward their master's programs a total of 12 credits of graduate courses completed prior to matriculation in their current degree or certificate program at Lehman.

Within the total 12 credits may be included:

- Courses applied toward a previously awarded graduate degree at Lehman or elsewhere (maximum six credits):
- Courses taken at Lehman in a non-matriculated status; and
- Courses taken at other colleges where no degree has been awarded.

Transfer credits are subject to the following limitations:

- Courses taken five years or more prior to matriculation at Lehman are not considered for transfer.
- Only six credits counted toward a previously awarded graduate degree can be applied to a graduate program at Lehman.
- Graduate courses previously applied toward an undergraduate degree are not acceptable toward Lehman graduate programs.
- Where students have taken more than 12 credits prior to matriculation, courses taken at Lehman will be given priority in counting toward the maximum 12 credits transferable, provided they meet Lehman's requirements.

- Graduate courses taken at any non-CUNY institution after matriculation into a graduate program at Lehman are included in the 12-credit maximum allowable and must receive prior approval from the MSOL Program Coordinator and the Office of Graduate Studies. Theses, leadership experiences, and other culminating program requirements are not considered for transfer to Lehman's graduate programs.

To ensure that any courses approved for transfer into the proposed MSOL program are appropriate and have fulfilled the necessary content requirements, students will be required to submit catalogue course descriptions, as well as course syllabi for all requested course transfers. The MSOL program coordinator will carefully review each request before approval is granted.

#### Applying MSOL Program Credits

Given that there are a limited number of schools in the New York City-area that offer doctoral degrees in organizational leadership, urban leadership, higher education leadership, etc., students should be able to transfer a certain amount of the credits they have completed in Lehman's MSOL Program towards a program at a doctoral degree-granting institution.

### **CURRICULUM**

#### Rationale

The curriculum (30 credits) is designed to prepare students for positions of leadership in a variety of organizations (e.g., higher education, non-profit, community-based, government and healthcare). The proposed curriculum is intended to give students a strong and diverse background in leadership skills. Throughout most courses, students will be required to complete 10-15 hours of fieldwork in their specific organizations, which will allow students to apply the leadership course material to their actual work settings. In addition, students will work with faculty mentors to study an actual problem that exists in their organization, arrive at an action plan for improving the problem/issue and submit a written report. This project will be a bridge between theory and practice and will be highly applicable to their current jobs.

Since MSOL program students will be working full time, the program's schedule will complement their work schedules. MSOL classes will be offered back-to-back, in adjacent time slots, once per week and will combine face-to-face instruction with some online instruction.

Most MSOL courses will require students to complete fieldwork hours where they are involved in leadership tasks/activities in their jobs. This fieldwork requirement gives students yet another chance to apply the skills and knowledge they are learning in their classes. While most of the fieldwork hours will be completed at students' jobs, if a student wishes to "visit" another type of organization and get exposed to a different structure, MSOL faculty will be able to assist with placing the student, given the strong established relationships Lehman has built with partner colleges/universities, non-profits and medical organizations.

Lastly, the MSOL curriculum requires that students complete an action research project before graduating from the program. This requirement is a participatory research project, with students focusing on a problem of practice. The MSOL action research project will demonstrate a comprehensive assessment of students' achievement by providing the challenge of applying much of the knowledge, skills and dispositions acquired throughout their coursework to developing a

solution to an actual problem in their organization. Students will be supported through this process, from the first semester they enroll throughout the final semester, through both group seminars and individual conferences. Students will work with their seminar instructor, who will be an expert (e.g., student from a non-profit organization might have a social work faculty member; student from an educational organization might have an education faculty member, etc.) in the area of their action research project, to choose an appropriate problem to research and propose a solution, based on their authentic work setting.

Historically, Lehman's EDL faculty have expertise in mentoring and supporting graduate students through project-based capstone projects, given that Lehman's current K-12 leadership program requires that students complete an action research project-based *Educational Improvement Plan* in the schools where they work. EDL faculty currently work with their K-12 leadership students from topic inception to the concluding assessment plan.

The following is a listing by semester of the courses which comprise the MSOL program, which can be completed in one year (12 months). (Please see Appendices A and B for new course proposals and outlines.)

Course Titles and Credit Requirements (all of these courses are new)

**Semester I (fall): (9 credits)**

EDL 801: Holistic Leadership (4 hrs., 4 crs.)

EDL 802: Ethical Leadership (4 hrs., 4 crs.)

EDL 808: Leadership Seminar I: Needs Assessment (1 hrs., 1 cr.)

**Semester II (winter): (3 credits)**

EDL 803: Communication and Teamwork (3 hrs., 3 crs.)

**Semester III (spring): (9 credits)**

EDL 804: Leading for Strategic Change (4 hrs., 4 crs.)

EDL 805: Program Development and Evaluation (4 hrs., 4 crs.)

EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.)

**Semester IV (summer): (9 credits)**

\*EDL 806: Managing Financial Resources (4 hrs., 4 crs.)

EDL 807: Leveraging Human Capital (4 hrs., 4 crs.)

EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.)

*Note: Registration for all courses requires program approval (coordinator or advisor).*

*Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.*

**COST ASSESSMENT**

**FACULTY**

Currently, Lehman College has two full-time faculty members in educational leadership. In addition, there are six individuals in the Department of Counseling, Leadership, Literacy and Special Education (CLLSE), where the educational leadership (EDL) programs are housed, many who have experience and/or relationships with non-profits and/or community-based agencies. Within both this department and throughout Lehman in general, there are many excellent and qualified full-time and adjunct faculty and staff who are capable of teaching the leadership courses proposed in this document based on their academic background and/or professional experience.

Reassigned time for program coordination will be provided to an educational leadership faculty member to coordinate the MSOL program. Aside from the part-time faculty hired in the first year of the MSOL, full-time EDL and CLLSE faculty will be able to staff the MSOL program for the first year. The beginning of the second year of the MSOL program is when a new full-time faculty will be hired in order to continue to staff the program without impact on existing CLLSE and/or EDL programs.

Table 3 is a chart listing potential full-time and part-time Department and/or School/campus faculty and staff, who are qualified to teach specific courses within the MSOL programs:

Table 3: Faculty to Teach MSOL Courses

<b>Course Title</b>	<b>Proposed Faculty For Course(s) and</b>	<b>Certificates/Licenses; Highest Degree Earned; and Other Relevant Experience</b>
EDL 801: Holistic Leadership (4 hrs., 4 crs.)	Dr. Laura Roberts, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	<p><b>Certificates/Licenses:</b> Licensed Psychologist</p> <p><b>Highest Degree:</b> PhD, Counseling Psychology/Counselor Education, University of Connecticut</p> <p><b>Relevant Experience:</b> Professional Development Trainer: <i>Using Cognitive/Dialectical Behavior Therapy</i></p> <p>Completed training in the following areas: <i>Dialectical Behavior Therapy Skills Training; DBT Chain Analysis Training and DBT Validation Principles and Strategies; Happiness: How Positive Psychology Changes our</i></p>

		<p><i>Lives</i></p> <p>Instructor, Human Development in Counseling, Counseling Theories and Techniques</p>
<p>EDL 804: Leading for Strategic Change (4 hrs., 4 crs.)                  EDL 805: Program Development and Evaluation (4 hrs., 4 crs.)                  *EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.)</p> <p><i>*Faculty will depend on the specialized field (e.g., education, social work, etc.), where student works and is pursuing action research.</i></p>	<p>Dr. Janet R. DeSimone, Associate Professor                  Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)</p>	<p><b>Certificates/Licenses:</b>                  Certificate in Educational Administration, Graduate School of Education Harvard University</p> <p>New York State School District Administrator, Permanent</p> <p>New York State School Administrator and Supervisor, Provisional</p> <p>New York State Public High School English, Permanent, 7-12</p> <p><b>Highest Degree:</b>                  Ed.D., Educational Leadership (higher education concentration), St. John's University</p> <p><b>Relevant Experience:</b>                  Chair, Finance/Development Strategic Planning Committee, Vaughn College</p> <p>Director of Development/Grants Writer, Vaughn College</p> <p>Assistant Vice President, Academic Affairs, Vaughn College</p> <p>Instructor, Research and Evaluation Course, School of Public Affairs                  Baruch College</p>
<p>EDL 803: Communication and Teamwork (3 hrs., 3 crs.)                  *EDL 808: Leadership Seminar I: Needs Assessment (1 hrs., 1 cr.)                  *EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.)</p>	<p>Dr. Rosa Rivera-McCutchen, Assistant Professor                  Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)</p>	<p><b>Certificates/Licenses:</b>                  New York State Certification, Social Studies (Grades 7-12), Permanent</p> <p><b>Highest Degree:</b>                  PhD. , Teaching and Learning, Steinhardt School of Education,</p>



<p><i>*Faculty will depend on the specialized field (e.g., education, social work, etc.), where student works and is pursuing action research.</i></p>		<p>New York University</p> <p><b>Relevant Experience:</b> Data-analysis and Teamwork Consultant – Strategic Inquiry, LLC.</p> <p>Instructor – EDL 708: Research, Assessment, and Data-Driven Decision Making, Lehman College</p> <p>Data Instructor, Scaffolded Apprentice Model Leadership Program, Baruch College</p> <p>Research Assistant/Program Evaluator – NYU Center for Research on Teaching &amp; Learning</p>
<p>EDL 802: Ethical Leadership (4 hrs., 4 crs.)</p>	<p>Dr. Peter Kaufman, Associate Adjunct Professor, Department of Counseling, Leadership, Literacy and Special Education (currently part time at Lehman)</p>	<p><b>Certificates/Licenses:</b> New York State School Administrator and Supervisor, Permanent</p> <p>New York State School District Administrator, Permanent</p> <p><b>Highest Degree:</b> Ed.D. , Administration, Policy, and Urban Education, Fordham University</p> <p><b>Relevant Experience:</b> Mediator for conflicts with vocational education budgeting and allocations</p> <p>Studied extensively with Robert Starratt (one of the leading thinkers on ethics)</p> <p>Instructor – EDL 701: Ethics in School Leadership</p> <p>Director of Education, Adelphi University</p> <p>Director, Career and Technical Education, NYC Department of Education</p>

		<p>Deputy Director, Office of School-to- Career, NYC Department of Education</p>
<p>EDL 807: Leveraging Human Capital (4 hrs., 4 crs.)</p>	<p>Richard Finger (anticipated adjunct in the MSOL program)</p>	<p><b>Highest Degree:</b> MBA, Trident University (Advanced Managerial Theory)</p> <p>MS, Organizational Behavior, Polytechnic University (NYU School of Engineering)</p> <p><b>Relevant Experience:</b> CEO/Founder, MyNewPassion.com (Career Development and Contract Recruiting Consulting Company)</p> <p>Spherion Corporation: Goldman Sachs and Co. – Global Vendor Management Consultant WorldCom Wireless – Northeast Regional Human Resources Consultant</p> <p>AON Consulting: Verizon Corporation – Regional Project Management – Pre-employment testing and screening.</p> <p>Part-time Instructor: Mercy College (programs in organizational leadership, organizational management) -Coursework includes <i>Human Resources Management</i> Developed curriculum for courses: <i>Work, People, and Productivity</i> and <i>Organizational Behavior</i></p> <p>Part-time Instructor: Lehman College -Coursework includes <i>Human Resources Management</i> and <i>Strategic Management</i></p> <p>2013 InternBridge, Inc. 2013 Career Services Online Conference Presentation –</p>

		<p>“Forging Ahead Without Leaving Students Behind – Career Pathways for Career Development Professionals”</p> <p>2012 National Academic Advising Association (NACADA) Region 1 Conference – “Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising”</p> <p>2012 Intern Bridge, Inc. 2012 Career Services Online Conference Presentation – “The Resume Revisited: Rediscovering Holistic Resume Writing Techniques.”</p>
<p>EDL 806: Managing Financial Resources (4 hrs., 4 crs.)</p>	<p>Benjamin A. Manyindo (anticipated adjunct in the MSOL program)</p>	<p><b>Certificates/Licenses:</b> Professional Program Development and Grant Communication</p> <p><b>Highest Degree:</b> M.S., Organizational Leadership, Mercy College</p> <p><b>Relevant Experience:</b> Assistant Professor and Director, Organizational Management and Leadership Programs, Mercy College</p> <p>Vice President of Academic Affairs (short-term consulting assignment), Professional Business College Director, International Affairs, Ronald H. Brown Foundation</p>

Further, other academic and campus departments/offices (social work, campus life/student affairs, continuing education, etc.) throughout Lehman College have established strong relationships with non-profits, community agencies and medical organizations. The MSOL program has access to a large pool of highly qualified individuals who have been working as leaders in all sorts of settings. The purpose of the MSOL program is to have students learning from current practitioners (running organizations, managing staff, etc.). Therefore, part-time faculty will complement the learning and greatly contribute to the overall goals of the MSOL program.

**FACILITIES AND EQUIPMENT**

There are no special facilities or equipment needed to support the proposed MSOL program. Currently, Lehman has a well-established and innovative information technology center, which provides access to computing and related technologies in support of the College's instructional, research, and administrative activities. The facility houses eight microcomputer classrooms, an additional classroom with high-end graphics workstations, the open Academic Center area with over 100 microcomputers, printing facilities, a help desk, a small auditorium, and a faculty development lab. The entire facility is networked on a high-speed backbone providing access to the Internet and campus network services, including electronic mail, the World Wide Web, and remote library and specialized departmental resources. The facility also supports two-way interactive video distribution. Dial-up access from off-campus is available for many of these resources, either directly to the campus communications server, or through the Web. Further, Lehman College's facilities for video conferencing and distance learning are expanding. They include multimedia computer-equipped classrooms; a distance learning satellite broadcast and reception studio/classroom under the auspices of HETS (the Hispanic Educational Telecommunications System, of which Lehman College is a founding member); a high-speed video distance learning classroom connected to EdNet (part of New York City's institutional network) and the three public high schools adjacent to Lehman; and a distance-learning classroom with smart whiteboard presentation and video conferencing capabilities (created under the University's Media Distribution System). Lehman's role as the central hub of the Bronx Information Network (BIN) also affords Lehman students an opportunity to take advantage of the resources of other educational, medical and artistic institutions in the Bronx. All rooms are accessible for persons with disabilities, and specialized software for visually impaired persons is provided.

**LIBRARY AND INSTRUCTIONAL MATERIALS**

The Lehman College library is housed in a modern, four-story building, with an online catalog and circulation system and access to over 200 networked electronic periodical indexes and full text databases. More than 125 state-of-the-art computer workstations are available for student use with full Internet access, as well as iPads, laptops, and eReaders, that are available for loan at the circulation desk. The Graduate Research Room is reserved exclusively for graduate students, while the Access and Technology Center provides assistive technology for students with special needs. The library's home page ([www.lehman.edu/provost/library](http://www.lehman.edu/provost/library)) provides links to the CUNY+ online library catalog, licensed electronic resources, and websites of interest to researchers.

The open stacks book collection of over 682,848 volumes is supplemented by 652,700 microforms (including Education Resources Information Center documents) and over 12,000 electronic journals and over 27,000 electronic books. Lehman's library is also a designated depository for state and federal government documents. The collection is developed to support class work on undergraduate and graduate levels. Interlibrary loan and electronic document delivery are available to further support research by graduate students and faculty. Books are loaned to and from all over the United States. If another CUNY institution has the requested article or book, students are able to get the necessary material within one week, if not sooner.

In addition to general and specialized non-circulating reference collections, the library has a well-used reserve collection that includes current textbooks. Specialized service areas include a

periodicals room, well-equipped laboratory classrooms, and the Bronx History archives. Reference librarians and student tutors are available to assist students during library hours. Librarians offer, by appointment and on a drop-in basis, class orientations and bibliographic instruction covering the most important research tools in all areas of the curriculum. Students may register for free workshops in a variety of computer applications.

Additionally, several librarians on staff specialize in the fields of Education, Business, Health, Human Services and Science, and are available to support faculty and students in individual and group consultations.

### **BUDGET TABLES**

(Please also see Appendices F and G for additional budget charts.)

The projected revenues (please see Table 4 below) are based on an assumed two percent tuition increase each year, calculated using the current 2015-2016 Lehman College graduate tuition costs, which is \$425 per credit. We expect that the MSOL graduate program will be self-sustaining within its first year, and given the anticipated student enrollment, could adequately fund an additional faculty member at the instructor rank (see Appendix K for the required qualifications) in its second year. (Please see Table 5 - page 21, which details the projected expenditures.) This position will assume teaching responsibilities in the MSOL program, which will reduce the adjunct program expense. In addition, the new hire will be given reassigned time for program-related recruitment activities (community outreach to generate onsite programs, etc.).

***Table 4: Projected Revenues for the MSOL Graduate Program***

<b>First Year</b>			
Fall 2016	28 students @ \$434 for 9 credits	\$109,368	
Winter 2017	25 students @ \$434 for 3 credits	\$32,550	
Spring 2017	24 students @ \$434 for 9 credits	\$93,744	
Summer 2017	23 students @ \$434 for 9 credits	\$89,838	
<b>Total 2016-2017</b>			<b>\$325,500</b>
<b>Second Year</b>			
Fall 2017	28 students @ \$443 for 9 credits	\$111,636	
Winter 2018	25 students @ \$443 for 3 credits	\$33,225	
Spring 2018	24 students @ \$443 for 9 credits	\$95,688	
Summer 2018	23 students @ \$443 for 9 credits	\$91,701	
<b>Total 2017-2018</b>			<b>\$332,250</b>
<b>Third Year</b>			
Fall 2018	28 students @ \$452 for 9 credits	\$113,904	
Winter 2019	25 students @ \$452 for 3 credits	\$33,900	
Spring 2019	24 students @ \$452 for 9 credits	\$97,632	
Summer 2019	23 students @ \$452 for 9 credits	\$93,564	
<b>Total 2018-2019</b>			<b>\$339,000</b>
<b>Fourth Year</b>			
Fall 2019	28 students @ \$461 for 9 credits	\$116,172	
Winter 2020	25 students @ \$461 for 3 credits	\$34,575	
Spring 2020	24 students @ \$461 for 9 credits	\$99,576	

Summer 2020	23 students @ \$461 for 9 credits	\$95,427	
<b>Total 2019-2020</b>			<b>\$345,750</b>
<hr/>			
<b>Fifth Year</b>			
Fall 2020	28 students @ \$470 for 9 credits	\$118,440	
Winter 2021	25 students @ \$470 for 3 credits	\$35,250	
Spring 2021	24 students @ \$470 for 9 credits	\$101,520	
Summer 2021	23 students @ \$470 for 9 credits	\$97,290	
<b>Total 2020-2021</b>			<b>\$352,500</b>
<hr/>			

**Table 5: Projected Expenditures for the MSOL Graduate Program**

(Please see notes at the end of the table.)

**First Year** (fall, winter, spring and summer semesters)

## PERSONNEL

Adjunct Faculty	*\$26,848
(includes four instructor-level adjuncts @ \$2918 per course – \$11,672)	
(includes three assistant professor-level adjuncts @ \$3309 per course - \$9,927)	

Non-instructional Adjunct - Level I (consulting services)	\$9673
(\$38.91 per hour plus 24.3% fringe benefits for a total of 200 hours)	

Reassigned time/program coordination (three credits)	\$18,406
(associate professor mid-range salary; 43% fringe benefits)	
(based on Lehman formula - Provost's office)	

<b>TOTAL PERSONNEL</b>	<b>\$54,927</b>
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## NON-SALARY COSTS

Advertising	\$3,000
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<b>TOTAL NON-SALARY COSTS</b>	<b>\$3,000</b>
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<b>YEAR ONE: TOTAL EXPENDITURES</b>	<b>\$57,927</b>
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**Second Year** (fall, winter, spring and summer semesters)

## PERSONNEL

Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	

Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time)	

<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>
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## NON-SALARY COSTS

Advertising	\$5,000
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<b>TOTAL NON-SALARY COSTS</b>	<b>\$5,000</b>
<b><i>YEAR TWO: TOTAL EXPENDITURES</i></b>	<b><i>\$106,917</i></b>
<hr/>	
<b>Third Year</b> (fall, winter, spring and summer semesters)	
PERSONNEL	
Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	
Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time )	
<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>
NON-SALARY COSTS	
Advertising	\$5,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$5,000</b>
<b><i>YEAR THREE: TOTAL EXPENDITURES</i></b>	<b><i>\$106,917</i></b>
<hr/>	
<b>Fourth Year</b> (fall, spring, and summer semesters)	
PERSONNEL	
Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	
Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time )	
<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>
NON-SALARY COSTS	
Advertising	\$3,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$3,000</b>
<b><i>YEAR FOURTH: TOTAL EXPENDITURES</i></b>	<b><i>\$104,917</i></b>
<hr/>	
<b>Fifth Year</b> (fall, spring, and summer semesters)	
PERSONNEL	
Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	
Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time )	
<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>

NON-SALARY COSTS	
Advertising	\$2,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$2,000</b>
<b><i>YEAR FIVE: TOTAL EXPENDITURES</i></b>	<b><i>\$103,917</i></b>

\*Part-time salary figures also include fringe (24.3%) benefits.

\*\*Full-time salary figure (\$61,043) also includes fringe (41.6% - as per CUNY guidelines) benefits.

## EVALUATION

### **INTERNAL EVALUATION AND OUTCOMES ASSESSMENT**

Currently, the School of Education has a rigorous system, which includes both formative and summative methods, for assessing and monitoring program outcomes. The proposed MSOL program will become another component in the School's ongoing assessment plan. An effective outcomes assessment plan requires implementation of an organized and systematic evaluation, which includes valid, reliable, and varied data sources, analysis methods, and a strong link between data results and continuous improvement. Effective use of assessment data results in changes at the unit, program and/or course level. It is critical to ensure that there is a feedback loop that allows the relevant stakeholders to understand the specific improvements that have resulted from the assessment.

The following are the evaluation strategies that will be used to assess the proposed MSOL program:

#### Student Satisfaction

All students enrolled in the MSOL program will be afforded the opportunity to complete a course/instructor assessment each semester. Every spring, they also will be asked to complete a LUTE survey, which all current School students are given, where the following is assessed: their knowledge of the LUTE conceptual framework; the level to which the conceptual framework is incorporated into their current courses and degree or certificate program; and their overall satisfaction with their degree or certificate programs. The LUTE survey also asks students for suggestions and feedback on ways in which their programs can be improved. Survey data are shared with the School's administration, as well as the respective department chairs, who in turn discuss it during department faculty meetings. In some cases, education programs have been altered to reflect the suggestions shared on the LUTE survey.

#### Student Outcomes

Ensuring that students of the programs are mastering the required content and standards is a critical component in the measurement of whether or not a program is effective. The following tools will be used to assess student outcomes: individual course-based evaluation methods (e.g., projects, examinations, presentations, etc.); grade point averages; and culminating action research project.



*Course-based Evaluations*

Faculty will be presented with the objectives students are expected to achieve in the respective classes. Faculty will be responsible for assessing that students have, indeed, met the course requirements and are proficient in the objectives stated in the course syllabus. Initially, program faculty will meet to review the objectives for each course and discuss specific evaluation methods for assessing mastery of required knowledge, skills and dispositions. Faculty will continue to meet each semester to review the effectiveness of the specific course-based evaluation methods and to refine, if needed, these methods based on feedback from the course/instructor assessments.

Currently, the educational leadership programs use TaskStream as their assessment system, which allows the leadership faculty to maintain student assessment data on specific assignments; track student achievement of course objectives and national standards; and house various other types of data (e.g., graduate, ePortfolio, etc.). The MSOL program also will make use of TaskStream.

*Grade Point Average*

All students enrolled in the MSOL program will be required to maintain an overall 3.0 (B) grade point average (GPA) to continue in the program. Program advisors will be responsible for tracking their advisees and intervening with those program students who are in danger of falling below the minimum grade point average requirement. Advisors will refer low performing students to the appropriate graduate academic support interventions.

*Culminating Action Research Project*

Program students must complete and receive a B or higher grade on this capstone requirement for graduation. The action research project provides a comprehensive assessment of students' achievement by providing the challenge of applying much of the knowledge, skills and dispositions acquired throughout their coursework. Students will work with their seminar instructor, who will be an expert (e.g., non-profit organization might have a social work faculty; educational organization might have an education faculty, etc.) in the area of their action research project, to choose an appropriate problem to research and propose a solution, based on their authentic work setting. This capstone requirement is a participatory research project, with students focusing on a problem of practice.

Program Graduates

Within six months of graduating, MSOL students will be asked to complete an exit survey. The purpose of this survey is to get student feedback on the overall program, from the submission of the admission application to the filing for graduation. Student suggestions for improving the academic, social, and experienced-based components of the program will be solicited. Collected information and feedback will be shared with the relevant offices (e.g., graduate admissions, academic support, academic departments, etc.) for the purpose of continuous program and operations improvement.

Placement of Graduates and Assessment of Graduates' Ability and Skills to Perform the Job

The School will maintain a data base of each graduate and pertinent information such as graduation year, grade point average at time of graduation, contact information, employment information, etc. Alumni surveys will be distributed, periodically, to seek feedback from program alumni and to update employment information.

### Faculty Performance

Faculty will be evaluated according to a three-tier process that includes: 1) an annual administrative evaluation by the department chair of the individual's scholarly activities and overall contributions to the department, the school, and the college; 2) peer evaluation of teaching; and 3) student course and teaching evaluations.

#### *Administrative Evaluation*

Every year, faculty members are expected to submit an updated curriculum vita that lists any scholarly endeavors (e.g., publications, presentations, acquired grants, etc.) that they have completed since the beginning of the academic year. Further, untenured faculty members are expected to submit upcoming plans for new research that they are expected to commence for the following academic year. During their annual review, faculty members discuss both their past scholarly accomplishments, as well as their future research plans with their department chair. Scholarly endeavors are extremely significant for the untenured faculty. Part of the chair's role in the annual evaluation is to support the untenured faculty in their quest to conduct innovative research that informs their practice as leader-, teacher-, and counselor-educators. Further, the chair evaluates the faculty member on three levels of service: college-wide service, school-wide service, and department-wide service. If there are gaps missing in one of these levels, the chair makes recommendations for specific committee work and/or projects that the faculty member should explore.

#### *Peer Evaluation*

Each semester, untenured full-time and all part-time faculty members undergo a peer observation process. This process includes a pre-planning meeting between the faculty members and the peer observer and involves a discussion of the classroom lesson to be observed, as well as any challenges, issues, or questions, the faculty may be facing and on which she/he is seeking feedback. The pre-planning meeting allows the faculty member a voice in guiding the actual observation, and the observation becomes a collaborative process and cohesive dialogue between two instructional colleagues. After the observation occurs, the faculty members meet for a post-observation meeting, where the class lesson is carefully and systematically analyzed. Strengths, weaknesses, existing opportunities, and follow-up suggestions are thoroughly discussed at this time.

#### *Course and Instructor Evaluation*

Students are given the opportunity to evaluate their courses and instructors (regardless of tenure status) every semester. Once the data is analyzed, results are given to the dean, department chair, and faculty member. Faculty strengths and weaknesses, as well as suggestions for improvement, are discussed between the department chair and faculty member during the annual evaluation meeting. Appropriate professional development plans are created based on the data from the instructor evaluation surveys. Individual faculty data are comprised for each of the eight items of evaluation, with the overall department mean, enabling faculty to determine whether their student ratings are above the mean, at the mean, or below the mean.

### **EXTERNAL EVALUATION**

(Please see Appendix J for the full CV of the below external reviewer, the completed program review and our response to the review.)

Dr. Corey Seemiller

Assistant Professor, Leadership Studies in Education and Organizations  
Wright State University, Dayton, Ohio

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**APPENDIX A*****NEW COURSE PROPOSALS******MASTER'S DEGREE IN ORGANIZATIONAL LEADERSHIP*****LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK*****DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY  
AND SPECIAL EDUCATION*****CURRICULUM CHANGE**1. **Type of change:** New Course

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 801
Course Title	Holistic Leadership
Description	Foundational course where students study organizational psychology and the many aspects of leadership theory and practice, while exploring, identifying and developing their own leadership commitment, performance and transformational practices. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g.	N/A

Writing Intensive, WAC, etc)	
General Education Component	XX Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science  _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Apply and discuss transformational leadership concepts in relation to the organization;
- 2) Articulate the differences between various leadership styles (e.g., generative, distributive, transactional, etc.);
- 3) Assess personal leadership competencies, strengths and areas needing development using a variety of methods and leadership research;
- 4) Document a leadership philosophy (commitment, perspectives, practice, etc.);
- 5) Identify specific elements of personal meaning and purpose that align to generate organizational commitment; and
- 6) Increase emotional and cognitive self- awareness through inquiry.

5. **Date of Departmental Approval: February 10, 2016**

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 802
Course Title	Ethical Leadership
Description	Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

	<ul style="list-style-type: none"><li>_____ World Cultures</li><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Apply relevant ethical leadership theories, concepts and principles to practice through case study analysis;
- 2) Identify ethical leadership conflicts in their own organization/places of employment through written assignments;
- 3) Apply appropriate ethical principles when making effective decisions through written assignments;
- 4) Articulate the roles of ethical leadership in organizations based on case studies and student research;
- 5) Discuss strategies for meeting the needs of the surrounding community; and
- 6) Identify conflicts between personal values, organizational values and ethical choices.

5. **Date of Departmental Approval: February 10, 2016**

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 803
Course Title	Communication and Team Work
Description	Strategies for communicating effectively as leaders of a group (small or large) and creating successful teams; identifying communication barriers; feedback mechanisms; strategic listening techniques; leading diverse teams; and effective team models. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures



	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Participate in, review and analyze results from a 360-degree feedback activity;
- 2) Describe the important role of communication in the establishment of organizational culture;
- 3) Discuss specific strategies for overcoming barriers to effective communication in organizations;
- 4) Discuss the role of diversity in creating successful teams and encouraging effective dialogue and idea exchange;
- 5) Identify specific strategies for receiving and giving constructive, consistent and targeted feedback;
- 6) Increase the capacity to communicate effectively from leadership positions, as well as follower positions;
- 7) Apply collaborative communication to transform conflict into creative tension;
- 8) Discuss group dynamics and identify strategies for assigning effective group roles; and
- 9) Apply problem-solving techniques.

5. **Date of Departmental Approval:** February 10, 2016

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 804
Course Title	Leading for Strategic Change
Description	Examination of strategic change models, processes and methods. Topics include: aligning change initiatives with vision and mission; SWOT analyses; motivating teams effectively; and creating a culture conducive to change. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	XX Not Applicable ___ Required ___ English Composition ___ Mathematics ___ Science  ___ Flexible ___ World Cultures ___ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Perform a SWOT (strengths, weaknesses, opportunities, threats) analyses on their organization/place of employment and discuss findings verbally and through writing;
- 2) Create a written plan for aligning proposed changes with the organization's purpose and values;
- 3) Articulate the difference between an organization's mission, vision and goals;
- 4) Identify strategies for realigning staff with the organization's true meaning and purpose;
- 5) Discuss motivational strategies for staff; and
- 6) Establish a vision, mission and goals for the future of the organization/place of employment; and
- 7) Create and implement systems for sustainable change.

5. **Date of Departmental Approval: February 10, 2016**

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 805
Course Title	Program Development and Evaluation
Description	Emphasis on research designs (theoretical and applied); needs assessment; data collection and analyses techniques; program development and review; grant proposals/funding; research reports; and continuous improvement through feedback loops. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

	<ul style="list-style-type: none"><li>_____ World Cultures</li><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Conduct needs assessments to identify opportunities for developing and/or enhancing programs;
- 2) Create appropriate(e.g., specific, measurable, timely, etc.) program goals and objectives that are aligned with the organization's mission/vision;
- 3) Understand the differences between qualitative and quantitative research and data;
- 4) Create feedback mechanisms to support continuous improvement after collecting evaluation data;
- 5) Using evaluation data to enhance current programs and/or develop new, related programs; and
- 6) Research grant-funding organizations and write sample grant proposals, seeking funding for an actual project in their organization.

5. **Date of Departmental Approval: February 10, 2016**

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 806
Course Title	Managing Financial Resources
Description	Study of fundamental organizational fiscal management and exploration of universal financial challenges faced by non-profit organizations. Topics include fundraising; phases of successful capital campaigns; developing and managing board relations; seeking grant funding opportunities; and creating feasible and sustainable business plans. Students will learn the direct relationship between a robust financial management system and the sustainability of their organizations. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	XX Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Understand the role of managing financial resources in an organization;
- 2) Identify strategies for launching successful fundraising/capital campaigns and avoiding common pitfalls;
- 3) Explore strategies for researching grant-funding opportunities and other external funding sources;
- 4) Understand the role of boards and create a plan for cultivating these relationships;
- 5) Understand key elements of financial statements and budgets;
- 6) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation; and
- 7) Understand reporting requirements and internal control systems.

5. **Date of Departmental Approval:** February 10, 2016

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 807
Course Title	Leveraging Human Capital
Description	Study of the challenges and opportunities of leveraging human capital. Examination of the impact diversity has on an organization and its members. Focus on strategies for conflict resolution; supporting professional/career development; legal and regulatory procedures associated with supervising staff; maximizing volunteer opportunities; and long-term strategic growth and retention. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	XX Not Applicable _____ Required _____ English Composition _____ Mathematics



	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Identify strategies for creating organizations rich in diversity;
- 2) Understand how to develop and drive maximum organizational performance;
- 3) Understand ways to harness the collective efforts of staff, to successfully implement organizational goals and impact the surrounding community;
- 4) Understand how leaders influence others to share and advance a vision;
- 5) Identify motivational strategies for staff;
- 6) Develop rewards systems for staff;
- 7) Develop strategies for optimum talent utilization – aligning employees’ skills with their responsibilities;
- 8) Create a successful volunteer program;
- 9) Identify and understand how legal and/or regulatory principles (collective bargaining, sexual harassment, etc.) apply to an organization;
- 10) Develop performance management and succession planning strategies; and
- 11) Discuss strategies for leveraging strengths and building leadership capacity within the organization.

5. **Date of Departmental Approval:** February 10, 2016

**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:** New Course

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 808
Course Title	Leadership Seminar I: Needs Assessment
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<p>_____ Creative Expression _____ Individual and Society _____ Scientific World</p>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Conduct a needs assessment of an organization;
- 2) Identify and frame an existing problem/issue;
- 3) Provide relevant background on problem/issue; and
- 4) Use multiple data sources to support identification of problem.

5. **Date of Departmental Approval: February 10, 2016**

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 809
Course Title	Leadership Seminar II: Literature/Research
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	XX Not Applicable ___ Required ___ English Composition ___ Mathematics ___ Science  ___ Flexible ___ World Cultures ___ US Experience in its Diversity

	<p>_____ Creative Expression _____ Individual and Society _____ Scientific World</p>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Examine the organization problem/issue identified, documenting barriers, opportunities and significant stakeholders;
- 2) Review the relevant organizational leadership theories, concepts and principles that apply to the identified problem/issue identified; and
- 3) Identify best practices, innovations, opportunities that can be applied to the identified problem.

5. **Date of Departmental Approval:** February 10, 2016

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 810
Course Title	Leadership Seminar III: Implementation Plan
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<p>_____ Creative Expression _____ Individual and Society _____ Scientific World</p>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

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

- 1) Develop specific action plan and timeline for implementation of solution to the identified problem/issue;
- 2) Create a process for involving all stakeholders in the action plan;
- 3) Create a plan for acquiring and allocating necessary resources to the problem/issue; and
- 4) Apply relevant organizational leadership theories, concepts and principles to your action plan.

5. **Date of Departmental Approval:** February 10, 2016

**APPENDIX B*****SYLLABI FOR NEW COURSES******MASTER'S DEGREE IN ORGANIZATIONAL LEADERSHIP***

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 801: Holistic Leadership***  
***(4 hrs., 4 crs.)***  
***Fall***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

**Course Description:**

Foundational course where students study organizational psychology and the many aspects of leadership theory and practice, while exploring, identifying and developing their own leadership commitment, performance and transformational practices. (Fieldwork hours required.)

**Sample Text:**

- Achouri, C. (2010). *Modern systemic leadership: A holistic approach for managers, coaches, and HR professionals*. Germany: Publicis
- Dubrin, A. (2013). *Leadership: Research findings, practice, and skills* (7<sup>th</sup> ed.). Mason, OH: Cengage Learning.
- Lewis, S. (2011). *Positive psychology at work : How positive leadership and appreciative inquiry create inspiring organizations* (11<sup>th</sup> ed.). England, Wiley-Blackwell.
- Lussier, R.N., & Achua, C.F. (2013). *Leadership: Theory, application, and skill development* (5<sup>th</sup> ed.). Mason, OH: Cengage Learning.
- Northouse, P.G. (2013). *Leadership: Theory and practice* (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Articles from various journals

**Lehman Urban Transformative Education (LUTE) Conceptual Framework:**

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2)



Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

- 1) Apply and discuss transformational leadership concepts in relation to the organization;
- 2) Articulate the differences between various leadership styles (e.g., generative, distributive, transactional, etc.);
- 3) Assess personal leadership competencies, strengths and areas needing development using a variety of methods and leadership research;
- 4) Document a leadership philosophy (commitment, perspectives, practice, etc.);
- 5) Identify specific elements of personal meaning and purpose that align to generate organizational commitment; and
- 6) Increase emotional and cognitive self- awareness through inquiry.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 802: Ethical Leadership**

(4 hrs., 4 crs.)

*Fall*

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization. (Fieldwork hours required.)

Sample Text:

- Coles, R. (2000). *Lives of moral leadership*. New York: Random House.
- Johnson, C. E. (2009). *Meeting the ethical challenges of leadership: Casting light or shadow*, (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Articles from various journals

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*Objectives:*

- 1) Apply relevant ethical leadership theories, concepts and principles to practice through case study analysis;
- 2) Identify ethical leadership conflicts in their own organization/places of employment through written assignments;
- 3) Apply appropriate ethical principles when making effective decisions through written assignments;
- 4) Articulate the roles of ethical leadership in organizations based on case studies and student research;
- 5) Discuss strategies for meeting the needs of the surrounding community; and
- 6) Identify conflicts between personal values, organizational values and ethical choices.

*Instructional Methods Used in This Course:*

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 803: Communication and Team Work**

*(3 hrs., 3crs.)*

*Winter*

<p><i>The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.</i></p>
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Course Description:

Strategies for communicating effectively as leaders of a group (small or large) and creating successful teams; identifying communication barriers; feedback mechanisms; strategic listening techniques; leading diverse teams; and effective team models. (Fieldwork hours required.)

Sample Text:

- Walker, R. (2014). *Strategic management communication for leaders* (3<sup>rd</sup> Edition). Mason, OH: Cengage Learning.
- Harvey, C. & Allard, M. J. (2014). *Understanding and managing diversity: Readings, cases, and exercises* (6<sup>th</sup> ed.). New York: Pearson.
- Thomas, K. (2009). *Intrinsic motivation at work: What really drives employee engagement* (2<sup>nd</sup> ed.). San Francisco: Berrett-Koehler Publisher.
- Articles from various journals

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Objectives:

- 1) Participate in, review and analyze results from a 360-degree feedback activity;
- 2) Describe the important role of communication in the establishment of organizational culture;
- 3) Discuss specific strategies for overcoming barriers to effective communication in organizations;
- 4) Discuss the role of diversity in creating successful teams and encouraging effective dialogue and idea exchange;
- 5) Identify specific strategies for receiving and giving constructive, consistent and targeted feedback;
- 6) Increase the capacity to communicate effectively from leadership positions, as well as follower positions;
- 7) Apply collaborative communication to transform conflict into creative tension;
- 8) Discuss group dynamics and identify strategies for assigning effective group roles; and
- 9) Apply problem-solving techniques.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects  
Presentations  
Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)  
Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 804: Leading for Strategic Change**

*(4 hrs., 4 crs.)*

*Spring*

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Examination of strategic change models, processes and methods. Topics include: aligning change initiatives with vision and mission; SWOT analyses; motivating teams effectively; and creating a culture conducive to change. (Fieldwork hours required.)

Sample Text:

- Kotter, J.P. (2012). *Leading change*. Boston: Harvard Business School Press.
- Rogers, E. M. (2003). *Diffusion of innovations* (5<sup>th</sup> ed.). New York: Free Press
- Articles from various journals

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Objectives:

- 1) Perform a SWOT (strengths, weaknesses, opportunities, threats) analyses on their organization/place of employment and discuss findings verbally and through writing.
- 2) Create a written plan for aligning proposed changes with the organization's purpose and values;
- 3) Articulate the difference between an organization's mission, vision and goals;
- 4) Identify strategies for realigning staff with the organization's true meaning and purpose;

- 5) Discuss motivational strategies for staff;
- 6) Establish a vision, mission and goals for the future of the organization/place of employment; and
- 7) Create and implement systems for sustainable change.

*Instructional Methods Used in This Course:*

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 805: Program Development and Evaluation  
(4 hrs., 4 crs.)  
Spring**

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

*Course Description:*

Emphasis on research designs (theoretical and applied); needs assessment; data collection and analyses techniques; program development and review; grant proposals/funding; research reports; and continuous improvement through feedback loops. (Fieldwork hours required.)

*Sample Text:*

- Leedy, P. D., & Ormrod, J. E. (2013). Practical research: Planning and design (10<sup>th</sup> ed.). ed.). Upper Saddle River, NJ: Pearson.
- Royse, D. Padgett, D. K., Thyer, B. A. & Logan, T.K. Program evaluation: An introduction (5<sup>th</sup> ed.) Belmont, CA: Cengage Learning
- American Psychological Association. Publication manual of the American Psychological Association. Washington, D.C.: Author. (\*most recent edition at the time course is offered)
- Articles from various journals

*Lehman Urban Transformative Education (LUTE) Conceptual Framework:*

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The

LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

- 1) Conduct needs assessments to identify opportunities for developing and/or enhancing programs;
- 2) Create appropriate (e.g., specific, measurable, timely, etc.) program goals and objectives that are aligned with the organization's mission/vision;
- 3) Understand the differences between qualitative and quantitative research and data;
- 4) Create feedback mechanisms to support continuous improvement after collecting evaluation data;
- 5) Using evaluation data to enhance current programs and/or develop new, related programs; and
- 6) Research grant-funding organizations and write sample grant proposals, seeking funding for an actual project in their organization.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 806: Managing Financial Resources***

***(4 hrs., 4 crs.)***

***Summer***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Study of fundamental organizational fiscal management and exploration of universal financial challenges faced by non-profit organizations. Topics include fundraising; phases of successful capital campaigns; developing and managing board relations; seeking grant funding opportunities; and creating feasible and sustainable business plans. Students will learn the direct relationship between a robust financial management system and the sustainability of their organizations. (Fieldwork hours required.)

Sample Text:

- Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2010). *Economics of strategy* (5<sup>th</sup> ed). Hoboken, NJ: Wiley.
- Coe, C. (2011). *Non-profit financial management: A practical guide* (1<sup>st</sup> ed). Hoboken, NJ: Wiley.
- Articles from various journals

*Lehman Urban Transformative Education (LUTE) Conceptual Framework:*

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

*Objectives:*

- 1) Understand the role of managing financial resources in an organization;
- 2) Identify strategies for launching successful fundraising/capital campaigns and avoiding common pitfalls;
- 3) Explore strategies for researching grant-funding opportunities and other external funding sources;
- 4) Understand the role of boards and create a plan for cultivating these relationships;
- 5) Understand key elements of financial statements and budgets;
- 6) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation; and
- 7) Understand reporting requirements and internal control systems.

*Instructional Methods Used in This Course:*

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 807: Leveraging Human Capital***  
***(4 hrs., 4 crs.)***  
***Summer***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Study of the challenges and opportunities of leveraging human capital. Examination of the impact diversity has on an organization and its members. Focus on strategies for conflict resolution; supporting professional/career development; legal and regulatory procedures associated with supervising staff; maximizing volunteer opportunities; and long-term strategic growth and retention. (Fieldwork hours required.)

Sample Text:

- Bell, M. P. (2012) *Diversity in organizations* (2<sup>nd</sup> ed.). Mason, OH: Cengage Learning.
- Salsbury, M. (2013). *Human capital management – leveraging your workforce for a competitive advantage* (1<sup>st</sup> ed.). CreateSpace Independent Publishing Platform
- Articles from various journals

Lehman Urban Transformative Education (LUTE) Conceptual Framework:

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

- 1) Identify strategies for creating organizations rich in diversity;
- 2) Understand how to develop and drive maximum organizational performance;
- 3) Understand ways to harness the collective efforts of staff, to successfully implement organizational goals and impact the surrounding community;
- 4) Understand how leaders influence others to share and advance a vision;
- 5) Identify motivational strategies for staff;
- 6) Develop rewards systems for staff;
- 7) Develop strategies for optimum talent utilization – aligning employees' skills with their responsibilities;
- 8) Create a successful volunteer program;
- 9) Identify and understand how legal and/or regulatory principles (collective bargaining, sexual harassment, etc.) apply to an organization;
- 10) Develop performance management and succession planning strategies; and
- 11) Discuss strategies for leveraging strengths and building leadership capacity within the organization.



Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 808: Leadership Seminar I: Needs Assessment  
(1 hr., 1 cr.)  
Fall***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.

Sample Text:

- Articles from various journals based on the individual needs of students and their projects

Lehman Urban Transformative Education (LUTE) Conceptual Framework:

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

- 1) Conduct a needs assessment of an organization;
- 2) Identify and frame an existing problem/issue;
- 3) Provide relevant background on problem/issue; and

- 4) Use multiple data sources to support identification of problem.

Instructional Methods Used in This Course:

Individual Conferencing

Use of technology (Skype; Blackboard; Internet searches; PowerPoint; Blogs)

Seminar Presentations

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 809: Leadership Seminar II: Literature/Research  
(1 hr., 1 cr.)  
Spring***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.

Sample Text:

- Articles from various journals based on the individual needs of the students and their projects

Lehman Urban Transformative Education (LUTE) Conceptual Framework:

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

- 1) Examine the organization problem/issue identified, documenting barriers, opportunities and significant stakeholders;
- 2) Review the relevant organizational leadership theories, concepts and principles that apply to the identified problem/issue identified; and
- 3) Identify best practices, innovations, opportunities that can be applied to the identified problem.

Instructional Methods Used in This Course:

Individual Conferencing

Use of technology (Skype; Blackboard; Internet searches; PowerPoint; Blogs)

Seminar Presentations

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 810: Leadership Seminar III: Implementation Plan  
(1 hr., 4 cr.)  
Summer***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.

Sample Text:

- Articles from various journals based on the individual needs of the students and their projects

Lehman Urban Transformative Education (LUTE) Conceptual Framework:

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

- 1) Develop specific action plan and timeline for implementation of solution to the identified problem/issue;
- 2) Create a process for involving all stakeholders in the action plan; and
- 3) Create a plan for acquiring and allocating necessary resources to the problem/issue; and
- 4) Apply relevant organizational leadership theories, concepts and principles to your action plan.

*Instructional Methods Used in This Course:*

Individual Conferencing

Use of technology (Skype; Blackboard; Internet searches; PowerPoint; Blogs)

Seminar Presentations

**APPENDIX C**

**Table 1b: Graduate Program Schedule**     *Master of Science in Organizational Leadership – Lehman College*

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

<b>Term: FALL</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 801: Holistic Leadership	4	XX					
EDL 802: Ethical Leadership	4	XX					
EDL 808: Leadership Seminar I: Needs Assessment	1	XX					
Term credit total:	9			Term credit total:			
<b>Term: WINTER</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 803: Communication and Team Work	3	XX					
Term credit total:	3			Term credit total:			
<b>Term: SPRING</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 804: Leading for Strategic Change	4	XX					
EDL 805: Program Development and Evaluation	4	XX					
EDL 809: Leadership Seminar II: Literature/Research	1	XX					
Term credit total:	9			Term credit total:			
<b>Term: SUMMER</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 806: Managing Financial Resources	4	XX					
EDL 807: Leveraging Human Capital	4	XX					
EDL 810: Leadership Seminar III: Implementation Plan	1	XX					
Term credit total:	9			Term credit total:			
<b>Program Totals:</b>	<b>Credits: 30</b>	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: <b>EDL 808; 809; 810 – capstone project – action research project</b>					

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

**APPENDIX D**

**Table 2: Full-Time Faculty *Master of Science in Organizational Leadership – Lehman College***

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

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>Program Courses to be Taught</b>	<b>Percent Time to Program</b>	<b>Highest and Other Applicable Earned Degrees &amp; Disciplines</b> (include College/University)	<b>Additional Qualifications:</b> list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Dr. Janet R. DeSimone, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	EDL 804: Leading for Strategic Change	35	Ed.D., Educational Leadership (higher education concentration), St. John's University	-Chair, Finance/Development Strategic Planning Committee -Director of Development/Grants Writer -Assistant Vice President, Academic Affairs -Instructor, Research and Evaluation Course -Certificate in Educational Administration, Graduate School of Education Harvard University -New York State School District Administrator, Permanent -New York State School Administrator and Supervisor, Provisional -New York State Public High School English, Permanent, 7-12
	EDL 805: Program Development and Evaluation			
	EDL 810: Leadership Seminar III: Implementation Plan			
Dr. Rosa Rivera-McCutchen, Assistant Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at	EDL 803: Communication and Teamwork	25	PhD. Teaching and Learning, Steinhardt School of Education, New York University	-Instructor – EDL 708: Research, Assessment, and Data-Driven Decision Making -Data Instructor, Scaffolded Apprentice Model Leadership
	EDL 808: Leadership Seminar I: Needs Assessment			
	EDL 809: Leadership Seminar II:			

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

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Lehman)	Literature/Research			Program -Data-analysis and Teamwork Consultant – Strategic Inquiry, LLC. -Research Assistant/Program Evaluator -New York State Certification, Social Studies (Grades 7-12), Permanent
Dr. Laura Roberts, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	EDL 801: Holistic Leadership        	15	PhD Counseling Psychology/Counselor Education, University of Connecticut	-Professional Development Trainer: <i>Using Cognitive/Dialectical Behavior Therapy</i> -Completed training in the following areas: <i>Dialectical Behavior Therapy Skills Training; DBT Chain Analysis Training and DBT Validation Principles and Strategies; Happiness: How Positive Psychology Changes our Lives</i> -Instructor, Human Development in Counseling, Counseling Theories and Techniques -Licensed Psychologist

**APPENDIX D**

**Table 3: Part-Time Faculty *Master of Science in Organizational Leadership – Lehman College***

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

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Richard Finger (anticipated adjunct in the MSOL program)	EDL 807: Leveraging Human Capital	MBA, Trident University (Advanced Managerial Theory)	-CEO/Founder, MyNewPassion.com (Career Development and Contract Recruiting Consulting Company) -Spherion Corporation: Goldman Sachs and Co. – Global Vendor Management Consultant WorldCom Wireless – Northeast Regional Human Resources Consultant -AON Consulting: Verizon Corporation – Regional Project Management – Pre-employment testing and screening. -Part-time Instructor: Mercy College (programs in organizational leadership, organizational management) -Coursework includes <i>Human Resources Management</i> Developed curriculum for courses: <i>Work, People, and Productivity</i> and <i>Organizational Behavior</i> -Part-time Instructor: Lehman College - Coursework includes <i>Human Resources Management</i> and <i>Strategic Management</i> -2013 InternBridge, Inc. 2013 Career
		MS, Organizational Behavior, Polytechnic University (NYU School of Engineering)	



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

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
			Services Online Conference Presentation – “Forging Ahead Without Leaving Students Behind – Career Pathways for Career Development Professionals” -2012 National Academic Advising Association (NACADA) Region 1 Conference – “Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising” -2012 Intern Bridge, Inc. 2012 Career Services Online Conference Presentation – “The Resume Revisited: Rediscovering Holistic Resume Writing Techniques.”
Dr. Peter Kaufman, Associate Adjunct Professor, Department of Counseling, Leadership, Literacy and Special Education (currently part time at Lehman)	EDL 802: Ethical Leadership _____ _____ _____ _____ _____	Ed.D., Administration, Policy, and Urban Education, Fordham University	-Mediator for conflicts with vocational education budgeting and allocations -Studied extensively with Robert Starratt (one of the leading thinkers on ethics) -Instructor – EDL 701: Ethics in School Leadership -Director of Education, Adelphi University -Director, Career and Technical Education, NYC Department of Education -Deputy Director, Office of School-to-Career, NYC Department of Education -New York State School Administrator and Supervisor, Permanent

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

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
			-New York State School District Administrator, Permanent
Benjamin A. Manyindo (anticipated adjunct in the MSOL program)	EDL 806: Managing Financial Resources	M.S., Organizational Leadership, Mercy College	-Assistant Professor and Director, Organizational Management and Leadership Programs -Vice President of Academic Affairs (short-term consulting assignment) -Director, International Affairs, Ronald H. Brown Foundation -Professional Program Development and Grant Communication

**APPENDIX E**

**Table 4: Faculty to be Hired**     *Master of Science in Organizational Leadership – Lehman College*

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

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Instructor	1	-Minimum master’s degree, Organizational Leadership or a related field such as Higher Education Administration/Leadership or Non-profit Leadership/Management  -Experience in graduate-level teaching; program recruitment and assessment; working with or for foundations, non-profit and/or community-based agencies; developing and delivering online graduate-level.	F/T	100	EDL 802: Ethical Leadership (4 hrs., 4 crs.) EDL 806: Managing Financial Resources EDL 807: Leveraging Human Capital EDL 808: Leadership Seminar I: Needs Assessment EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.) EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.)  **Will also assume some program coordination (administrative) duties	August 2017; second year of program

**APPENDIX F**

**Projected Expenditures for the *Master of Science in Organizational Leadership***

**\*Please see pages 21-22 in the proposal for a more detailed explanation of the proposed expenditures**

Expenditures <sup>1</sup>	1 <sup>st</sup> Year Academic Year <sup>2</sup> Fall 2016-Summer 2017	2 <sup>nd</sup> Year Academic Year <sup>2</sup> Fall 2017-Summer 2018	3 <sup>rd</sup> Year Academic Year <sup>2</sup> Fall 2018-Summer 2019	4 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2019-Summer 2020	5 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2020-Summer 2021
<i>Faculty</i> <sup>3</sup> New Resources <sup>4</sup>	\$54,927	\$101,917	\$101,917	\$101,917	\$101,917
<i>Equipment</i> <sup>5</sup> New Resources <sup>4</sup>					
<i>Other</i> <sup>6</sup> Advertising Library Materials New Resources <sup>4</sup>	\$3,000	\$5,000	\$5,000	\$3,000	\$2,000
Total New Resources <sup>4</sup>	\$57,927	\$106,917	\$106,917	\$104,917	\$103,917

<sup>1</sup> Specify the inflation rate used for projections.

<sup>2</sup> Specify the academic year.

<sup>3</sup> Include fringe benefits.

<sup>4</sup> New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

<sup>5</sup> Include here equipment which is not a capital expenditure.

<sup>6</sup> Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).

**APPENDIX G**

**Projected Revenue Related to the *Master of Science in Organizational Leadership***

**\*Please see page 20 in the proposal for a more detailed explanation of the projected revenues**

Revenues <sup>7</sup>	1 <sup>st</sup> Year Academic Year <sup>8</sup> Fall 2016-Summer 2017	2 <sup>nd</sup> Year Academic Year <sup>2</sup> Fall 2017-Summer 2018	3 <sup>rd</sup> Year Academic Year <sup>2</sup> Fall 2018-Summer 2019	4 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2019-Summer 2020	5 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2020-Summer 2021
<i>Tuition Revenue</i> <sup>9</sup>					
01. From Existing Sources <sup>10</sup>					
02. From New Sources <sup>11</sup>	\$325,500	\$332,250	\$339,000	\$345,750	\$352,500
<b>03. Total</b>	<b>\$325,500</b>	<b>\$332,250</b>	<b>\$339,000</b>	<b>\$345,750</b>	<b>\$352,500</b>
<i>State Revenue</i> <sup>12</sup>					
04. From Existing Sources <sup>4</sup>					
05. From New Sources <sup>5</sup>					
<b>06. Total</b>					
<i>Other Revenue</i> <sup>13</sup>					
07. From Existing Sources <sup>4</sup>					
08. From New Sources <sup>5</sup>					
<b>09. Total</b>					

<sup>7</sup> Specify the inflation rate used for projections.

<sup>8</sup> Specify the academic year.

<sup>9</sup> Please explain how tuition revenue was calculated.

<sup>10</sup> Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

<sup>11</sup> New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.

<sup>12</sup> Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.

<sup>13</sup> Specify what is included in "other" category.

<i>Grand Total</i> <sup>14</sup>					
10. From Existing Sources <sup>4</sup>					
11. From New Sources <sup>5</sup>	\$325,500	\$332,250	\$339,000	\$345,750	\$352,500
<b>TOTAL</b>	<b>\$325,500</b>	<b>\$332,250</b>	<b>\$339,000</b>	<b>\$345,750</b>	<b>\$352,500</b>

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<sup>14</sup> Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

**APPENDIX H**

**\*\*\*NOT APPLICABLE**

**Projected Capital Expenditures for the Proposed Program**

Expenditures	1 <sup>st</sup> Year Academic Year <sup>1</sup>	2 <sup>nd</sup> Year Academic Year <sup>1</sup>	3 <sup>rd</sup> Year Academic Year <sup>11</sup>	4 <sup>th</sup> Year Academic Year <sup>1</sup>	5 <sup>th</sup> Year Academic Year <sup>1</sup>
1. Capital Facilities					
2. Equipment (Capital Expenditures) <sup>2</sup>					
3. Total Capital Expenditures					

**APPENDIX I**



**Proposed Graduate Program in Organizational Leadership  
STUDENT SURVEY**

1. What is your undergraduate major?

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2. Are you presently enrolled in graduate school?

- Yes  No

If yes, please indicate college/university and program:

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3. If you are not currently enrolled in graduate school, please indicate the probability that you will attend graduate school:

- Definitely will  Probably will not  
 Probably will  Definitely will not

4. Do you believe that you will need a higher degree to achieve your career goal?

- Yes  No  Uncertain

5. We are considering the introduction of a program of study leading to a Master of Science degree in Organizational Leadership. This interdisciplinary program is designed to provide adult learners with the knowledge, skills and tools that they will need in order to be effective leaders in a variety of organizations (e.g. business, health, education, government, law enforcement). Each student will enter the program as a member of a learning team (called a cohort) and will take two courses at a time with that team. The program will consist of eight courses (**30 credits**) drawn from a broad range of academic disciplines. The courses will be scheduled sequentially, with two courses per semester, so the program can be completed in **12 months**. Classes will meet one day a week, in back to back slots and some online hours. The estimated cost of this program (based on \$425/credit) is **\$12,750**.

**What is the probability that you would enroll in such a program?**

- Definitely would enroll  Probably would not enroll  
 Probably would enroll  Definitely would not enroll



Please answer the following, which will enable us to analyze your responses by demographic characteristics:

**6. What is your gender?**

- Male       Female

**7. What is your age? \_\_\_\_\_**

**8. Are you currently employed?**

- Yes       No

**9. What is your ethnic background? (Optional)**

- African-American       Asian       Other  
 Latina/Latino       White

**10. Any additional comments will be appreciated.**

***STUDENT SURVEY RESULTS***

**Total Number of Respondents:**      163\*

	<u>Number</u>	<u>Percentage</u>
<b>1. Undergraduate Major:</b>		
Business Administration	58	36%
Sociology	11	7%
Accounting	12	7%
Social Work	9	6%
Economics	8	5%
Nursing	8	5%
Health Services Admin.	7	4%
Human Resources Mgmt.	6	4%
History	6	4%
Psychology	5	3%
Marketing	5	3%
Art History	2	1%
Biology	2	1%
English	2	1%
Health Care Admin.	2	1%
Health Education	2	1%
African & African Am. Studies	1	1%
Community Health Prom.	1	1%
Computer Graphics & Imag.	1	1%
Computer Information Syst.	1	1%

	Dietetics, Food & Nutrition	1	1%
	Environmental Science	1	1%
	Food & Nutrition	1	1%
	Geography & Political Science	1	1%
	International Business	1	1%
	Journalism	1	1%
	Mathematics	1	1%
	Recreation Education	1	1%
	Anthropology	1	1%
<b>2. Currently attending graduate school:</b>	Yes	12	7%
	No	149	93%
<b>3. Probability of attending graduate school:</b>			
	Definitely will	72	46.75%
	Probably will	64	41.56%
	Probably will not	15	9.74%
	Definitely will not	3	1.95%
		<u>Number</u>	<u>Percentage</u>
<b>4. Need a higher degree to achieve career goal:</b>			
	Yes	126	78.26%
	No	17	10.56%
	Uncertain	18	11.18%
<b>5. Probability of enrolling in proposed program:</b>			
	Definitely will	39	24.22%
	Probably will	82	50.93%
	Probably will not	32	19.88%
	Definitely will not	8	4.97%
<b>6. Gender:</b>	Female	120	73.62%
	Male	43	26.38%
<b>7. Age:</b>	18-24	22	13.58%
	25-34	56	34.57%
	35-44	49	30.25%
	45-54	20	12.35%
	55-64	14	8.64%
	65-74	1	0.62%
	75+	0	0
<b>8. Employed:</b>	Yes	130	80.75%
	No	31	19.25%

<b>9. Ethnic Background:</b>	American Indian/Alaskan	2	1.32%
	Asian/Pacific Islander	9	5.92%
	Black/African American	50	32.89%
	Hispanic/Latino	74	46.68%
	White/Caucasian	15	9.87%
	Prefer not to answer	7	4.61%
	Other	3	1.97%

*(\*Results for each category do not always total the overall respondent number due to respondents skipping certain questions.)*

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Elementary Education, M.S. in Ed; Elementary Education with bilingual extension, M.S. in Ed.

Hegis Number: 0802.00

Program Code: 25800; 25797

Effective Term: Summer 2016

1. **Type of Change:** Course Prefix; Course Hours

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE ( <del>EDC</del> ) 727
Course Title	Teaching English as a Second Language (Pre-K to Grade 6).
Description	Methods and materials for teaching children whose native language is not English and children with special needs. Focus on how to teach content with an emphasis on English language arts, using English as a Second Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a second language including children with disabilities. This course requires 15 hours of fieldwork with children in ESL classrooms.
Pre/ Co Requisites	PREREQ: Competency Area I and Step 2; EDC 738/EDE 738, *EBS 701, and one of the following: EDC 739/EDE 739 or EDC/EDE 733. (Note: Required course for Bilingual Extension.)
Credits	3
Hours	<del>4</del>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

Component	<input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 727
Course Title	Teaching English as a Second Language (Pre-K to Grade 6).
Description	Methods and materials for teaching children whose native language is not English and children with special needs. Focus on how to teach content with an emphasis on English language arts, using English as a Second Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a second language including children with disabilities. This course requires 15 hours of fieldwork with children in ESL classrooms.
Pre/ Co Requisites	PREREQ: Competency Area I and Step 2; EDC 738/EDE 738, *EBS 701, and one of the following: EDC 739/EDE 739 or EDC/EDE 733. (Note: Required course for Bilingual Extension.)
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<ul style="list-style-type: none"><li><input type="checkbox"/> Flexible</li><li><input type="checkbox"/> World Cultures</li><li><input type="checkbox"/> US Experience in its Diversity</li><li><input type="checkbox"/> Creative Expression</li><li><input type="checkbox"/> Individual and Society</li><li><input type="checkbox"/> Scientific World</li></ul>
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**4. Rationale:**

The (EDC) is an error in the current course listing and needs to be removed. There is also an error in the number of course hours required for the course. The course is a 3 credit, 3 hour course.

**5. Date of departmental approval: March 30, 2016**

**LEHMAN COLLEGE  
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**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Elementary Education, M.S. in Ed; Elementary Education with bilingual extension, M.S. in Ed.

Hegis Number: 0802.00

Program Code: 25800; 25797

Effective Term: Fall 2016

1. **Type of Change:** Course Hours; Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 782
Course Title	Supervised Student Teaching in Bilingual Classrooms – Grades 1-6.
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in bilingual/multicultural settings that include students with disabilities and students of different childhood age/grade levels (grades 1 to 6), with particular emphasis on the bilingual classroom. Student teachers are required to spend five full days each week in their school placement and <del>two hours each week in a professional development workshop.</del>
Pre/ Co Requisites	PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Credits	3
Hours	<del>300</del>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

Component	<input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 782
Course Title	Supervised Student Teaching in Bilingual Classrooms – Grades 1-6.
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in bilingual/multicultural settings that include students with disabilities and students of different childhood age/grade levels (grades 1 to 6), with particular emphasis on the bilingual classroom. Student teachers are required to spend five full days each week in their school placement.
Pre/ Co Requisites	PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics



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

4. **Rationale:**

EDE 782 was incorrectly listed as a course with 3 credits, 300 hours. The course is 3 credits, 3 hours. Additionally the 2 hours professional development workshop is no longer required as part of EDE 782.

5. **Date of departmental approval: March 30, 2016**

**LEHMAN COLLEGE  
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**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Elementary Education, M.S. in Ed; Elementary Education with bilingual extension, M.S. in Ed.

Hegis Number: 0802.00

Program Code: 25800; 25797

Effective Term: Fall 2016

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 784
Course Title	Supervised Student Teaching Internship —Grades 1-6.
Description	Collaboration between college and school partners to provide opportunities for uncertified teachers in the classroom to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices in the teachers' current setting supervised by college faculty.
Pre/ Co Requisites	PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Credits	3
Hours	300
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 784
Course Title	Supervised Student Teaching Internship —Grades 1-6.
Description	Collaboration between college and school partners to provide opportunities for uncertified teachers in the classroom to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices in the teachers' current setting supervised by college faculty.
Pre/ Co Requisites	PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

EDE 784 was incorrectly listed as a course with 3 credits, 300 hours. The course is 3 credits, 3 hours.

5. **Date of departmental approval: March 30, 2016**

**LEHMAN COLLEGE  
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**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Elementary Education, M.S. in Ed; Elementary Education with bilingual extension, M.S. in Ed.

Hegis Number: 0802.00

Program Code: 25800; 25797

Effective Term: Fall 2016

1. **Type of Change:** Course Hours; Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 795
Course Title	Supervised Student Teaching —Grades 1 to 6.
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in multicultural settings that include students with disabilities and students of different childhood age/grade levels (Grades 1 to 6). Student teachers are required to spend five full days each week in their school placement and <del>two hours each week in a professional development workshop.</del>
Pre/ Co Requisites	PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Credits	3
Hours	<del>300</del>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<u>  X  </u> Not Applicable

Education Component	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 795
Course Title	Supervised Student Teaching —Grades 1 to 6.
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in multicultural settings that include students with disabilities and students of different childhood age/grade levels (Grades 1 to 6). Student teachers are required to spend five full days each week in their school placement.
Pre/ Co Requisites	PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

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

4. **Rationale:**

EDE 795 was incorrectly listed as a course with 3 credits, 300 hours. The course is 3 credits, 3 hours. Additionally the 2 hours professional development workshop is no longer required as part of EDE 795.

5. **Date of departmental approval: March 30, 2016**

**LEHMAN COLLEGE  
OF THE  
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**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Early Childhood Education, M.S. in Ed; Early Childhood Education with bilingual extension, M.S. in Ed.

Hegis Number: 0823.00

Program Code: 25780; 25776

Effective Term: Fall 2016

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDC 781
Course Title	Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in bilingual/multicultural settings that include students with disabilities and students of different early childhood age/grade levels (Pre-K, K, Grades 1-2), with particular emphasis on the bilingual classroom. Student teachers are required to spend five full days each week in their school placement and <del>two hours each week in a professional development workshop.</del>
Pre/ Co Requisites	PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. For Bilingual students EDC 738, EDC 739, EDC 727, *EBS 701, COREQ: EDC 795
Credits	3
Hours	<del>300</del>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive,	



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

**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDC 781
Course Title	Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in multicultural settings that include students with disabilities and students of different childhood age/grade levels (Grades 1 to 6). Student teachers are required to spend five full days each week in their school placement.
Pre/ Co Requisites	PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. For Bilingual students EDC 738, EDC 739, EDC 727, *EBS 701, COREQ: EDC 795
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

EDC 781 was incorrectly listed as a course with 3 credits, 300 hours. The course is 3 credits, 3 hours.

**5. Date of departmental approval: March 30, 2016**

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Early Childhood Education, M.S. in Ed; Early Childhood Education with bilingual extension, M.S. in Ed.

Hegis Number: 0823.00

Program Code: 25780; 25776

Effective Term: Fall 2016

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDC 784
Course Title	Supervised Student Teaching Internship, Birth to Grade 2
Description	Collaboration between college and school partners to provide opportunities for uncertified teachers in classrooms to continue to establish best professional practices, with emphasis on all learners, developed in the Certification Sequence and successfully evaluate the outcomes of those practices in the teacher's current setting, supervised by College faculty.
Pre/ Co Requisites	PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. COREQ: EDC 795.
Credits	3
Hours	NONE
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDC 784
Course Title	Supervised Student Teaching Internship, Birth to Grade 2
Description	Collaboration between college and school partners to provide opportunities for uncertified teachers in classrooms to continue to establish best professional practices, with emphasis on all learners, developed in the Certification Sequence and successfully evaluate the outcomes of those practices in the teacher's current setting, supervised by College faculty.
Pre/ Co Requisites	PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. COREQ: EDC 795.
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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4. **Rationale:**

No course hours are currently listed for the course. The course is 3 credits, 3 hours.

5. **Date of departmental approval: March 30, 2016**

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Early Childhood Education, M.S. in Ed; Early Childhood Education with bilingual extension, M.S. in Ed.

Hegis Number: 0823.00

Program Code: 25780; 25776

Effective Term: Fall 2016

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDC 790
Course Title	Supervised Student Teaching, Pre-K to Grade 2
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices with emphasis on all learners, developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in a variety of settings that include culturally diverse populations, students with disabilities, and students of different age/grade levels (Pre-K, K, and Grades 1-2). Student teachers are required to spend five full days each week in their school placement, a minimum of 300 hours, and two hours each week in a professional development workshop.
Pre/ Co Requisites	PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. COREQ: EDC 795.
Credits	3
Hours	NONE
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDC 790
Course Title	Supervised Student Teaching, Pre-K to Grade 2
Description	The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices with emphasis on all learners, developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in a variety of settings that include culturally diverse populations, students with disabilities, and students of different age/grade levels (Pre-K, K, and Grades 1-2). Student teachers are required to spend five full days each week in their school placement, a minimum of 300 hours, and two hours each week in a professional development workshop.
Pre/ Co Requisites	PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. COREQ: EDC 795.
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<input checked="" type="checkbox"/> Not Applicable

Education Component	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. **Rationale:**

No course hours are currently listed for the course. The course is 3 credits, 3 hours.

5. **Date of departmental approval: March 30, 2016**



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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of change:**    New Course

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 609
Course Title	Teaching Internship Seminar in TESOL
Description	Analysis of problems or practices in teaching ESOL P-12 teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 797.
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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**3. Rationale:**

Previously, TESOL candidates (PreK-grade 12) and secondary education candidates (grades 5-12) registered for the same teaching internship seminar (ESC 611). We are creating a separate TESOL P-12 seminar (ESC 609) to correct the grade band disparity.

**4. Learning Outcomes (By the end of the course students will be expected to):****TESOL Standards related to ESC 609**

**1.a.:** Candidates demonstrate an understanding of language and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for both social and academic purposes.

**1.b.:** Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

**2.:** Candidates know, understand, and use major concepts, principles, theories, and research related to the nature / role of culture in language development / academic achievement which support students' learning.

**3.a.:** Candidates know, understand, and apply concepts, research, and best practices to plan and organize classroom instruction in a supportive learning environment for ESOL students. Candidates demonstrate respect for learning a second language, serve as effective English language models, and manage the classroom effectively for multilevel classrooms with learners from diverse backgrounds.

**3.b.:** Candidates know, understand, and use a variety of effective teaching strategies and material for developing and integrating English listening, speaking, reading, and writing.

**3.c.:** Candidates know, understand, and can implement a range of teaching strategies, structures, and models to support ESOL students in accessing the core curriculum by learning language and academic content together.

**3.d.:** Candidates are familiar with a wide range of materials, resources, and technologies and choose, adapt, and use them in effective ESOL teaching.

**4.c.:** Candidates know and use a variety of classroom-based assessment tools to inform instruction.

**5.b.:** Candidates serve as professional resources, advocate for English language learners, and build partnerships with their families. Candidates collaborate with and are prepared to serve as a resource to all staff to improve learning for all ESOL students.

**5. Date of Departmental Approval: March 17, 2016**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 610
Course Title	Student Teaching Seminar in TESOL
Description	Analysis of problems or practices in teaching ESOL P-12 student teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 798.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	_____ Individual and Society _____ Scientific World
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### 3. **Rationale:**

Previously, TESOL candidates (PreK-grade 12) and secondary education candidates (grades 7-12) registered for the same student teaching seminar (ESC 611). We are creating a separate TESOL P-12 student teaching seminar (ESC 610) because of the grade band disparity.

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

#### **TESOL Standards related to ESC 610**

**1.a.:** Candidates demonstrate an understanding of language and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for both social and academic purposes.

**1.b.:** Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

**2.:** Candidates know, understand, and use major concepts, principles, theories, and research related to the nature / role of culture in language development / academic achievement which support students' learning.

**3.a.:** Candidates know, understand, and apply concepts, research, and best practices to plan and organize classroom instruction in a supportive learning environment for ESOL students. Candidates demonstrate respect for learning a second language, serve as effective English language models, and manage the classroom effectively for multilevel classrooms with learners from diverse backgrounds.

**3.b.:** Candidates know, understand, and use a variety of effective teaching strategies and material for developing and integrating English listening, speaking, reading, and writing.

**3.c.:** Candidates know, understand, and can implement a range of teaching strategies, structures, and models to support ESOL students in accessing the core curriculum by learning language and academic content together.

**3.d.:** Candidates are familiar with a wide range of materials, resources, and technologies and choose, adapt, and use them in effective ESOL teaching.

**4.c.:** Candidates know and use a variety of classroom-based assessment tools to inform instruction.

**5.b.:** Candidates serve as professional resources, advocate for English language learners, and build partnerships with their families. Candidates collaborate with and are prepared to serve as a resource to all staff to improve learning for all ESOL students.

### 5. **Date of Departmental Approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course title; course description; hours; co-requisite.

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 611
Course Title	Seminar in Secondary and <del>TESOL</del> Education
Description	Analysis of problems or practices in secondary school and <del>TESOL</del> teaching. Weekly seminar and assigned in-school activities required. Required state certification <del>student teaching</del> assessments supported through the course. <del>This is a credit-bearing course that will use a Pass/No Pass grading basis.</del>
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 595 <del>or 797.</del>
Credits	1
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 611
Course Title	<u>Teaching Internship Seminar</u> in Secondary Education
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 595.
Credits	1
Hours	<u>1</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale:**

Because the TESOL program grade band is PreK-grade 12, while other department programs cover grades 5-12, we have decided to create a separate teaching internship seminar for TESOL. ESC 797 was removed because it is a TESOL pre-requisite. ESC 611 will no longer be graded Pass/ Not Pass. We have also corrected inconsistencies between contact hours and course credits.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course title; course description; hours; co-requisite.

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 612
Course Title	Seminar in Secondary and <del>TESOL</del> Student Teaching.
Description	Analysis of problems or practices in secondary school and <del>TESOL</del> student teaching. Weekly seminar and assigned in-school activities required. Required state certification <del>student teaching</del> assessments supported through the course. <del>This is a credit-bearing course that will use a Pass/No Pass grading basis.</del>
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 596 <del>or ESC 798.</del>
Credits	3
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity



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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 612
Course Title	<u>Seminar in Secondary Student Teaching.</u>
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 595.
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Because the TESOL program grade band is PreK-grade 12, while other department programs cover grades 5-12, we have decided to create a separate student teaching seminar for TESOL. ESC 798 was removed because it is a TESOL pre-requisite. ESC 612 will no longer be graded Pass/ No Pass. We have also corrected inconsistencies between contact hours and course credits.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Title; Course Description; Hours

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 797
Course Title	Internship in TESOL
Description	<del>One semester full-time college-supervised experience (or other Lehman College approved sequence).</del> Supervised teaching in ESOL in elementary and secondary education settings or in adult education settings for in-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; <del>passing scores on the ESOL;</del> and permission from the Professional Development Coordinator. COREQ: ESC 611.
Credits	2
Hours	NONE
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 797
Course Title	<u>Teaching</u> Internship in TESOL
Description	Supervised teaching in ESOL in elementary and secondary education settings or in adult education settings for in-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; <u>submission of ESOL CST scores</u> ; and permission from the Professional Development Coordinator. COREQ: ESC 611.
Credits	2
Hours	<u>2</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. We are changing the requirement of passing ESOL CST scores to “submission of ESOL CST scores” to give candidates more time to complete the exam successfully. Neither change will impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Hours; Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 798
Course Title	Student Teaching in TESOL
Description	<del>One semester full-time college supervised experience (or other Lehman College approved sequence).</del> Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; <del>passing scores on the ATS-W and ESOL;</del> and permission from the Professional Development Coordinator. COREQ: ESC 612.
Credits	3
Hours	NONE
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 798
Course Title	Student Teaching in TESOL
Description	Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; <u>submission of ALST, EAS, and ESOL scores (Seq. 2, 4)</u> ; and permission from the Professional Development Coordinator. COREQ: ESC 612.
Credits	3
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. The ATS-W exam is no longer required for NYS certification. We now require ALST, EAS, and CST ESOL scores (rather than passing scores on the ESOL CST alone) to assess candidates' progress more comprehensively and to give them more time to complete the exams successfully. None of these changes will impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016



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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

Hegis #: 1508

Program Code: 25784

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

2. **From:**

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

This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to Speakers of Other Languages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements. Applicants will apply for one of the following 5 sequences based on their qualifications:

Sequence 1 (30 credits). Students who already possess New York State certification and who seek additional certification as teachers of ESOL PreK-grade 12.

Sequence 2 (39-42 credits). Liberal arts and sciences graduates who lack education courses and who seek initial certification in ESOL PreK-grade 12.

Sequence 3 (30-33 credits). Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking Pre-K-grade 12 certification.

Sequence 4 (30 credits). Liberal arts and sciences graduates who have met requirements for linguistics, general education, and special education through prior coursework and who seek certification in ESOL PreK-grade 12.

Sequence 5 (36 credits). Teachers who hold a valid Transitional B certificate in ESOL from New York State.

**Admission Requirements**

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman

College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

~~2. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.~~

3. For Sequence 1, possess New York State teacher certification and ~~present evidence of successful completion of~~ minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in TESOL.

~~4. For Sequences 2 and 4, submit scores on the New York State Academic Literacy Skills Test (ALST).~~

5. For Sequence 4, meet with the advisor prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.

6. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.

7. Submit two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview that requires producing a writing sample in English.

9. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):

- Overall: Paper-based: 600; Computer-based: 250; Internet-Based (IBT): 75, not counting the Speaking subscore.
- Writing subscore: Paper-based: 5.0; IBT: 24
- Speaking subscore: Paper-based: 50; IBT: 26

10. Satisfy appropriate voice, speech, and health standards.

11. Meet additional departmental, ~~divisional,~~ and New York State requirements, ~~if any.~~

~~12. If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.~~

### TESOL Degree Requirements

Students must consult with an advisor in the TESOL program before starting their master's program. During their first semester, matriculated students are required to plan

their graduate program with an adviser in the TESOL program. All students will complete the curriculum corresponding to one of the sequences below: 30 credits (Sequence 1); 39-42 credits (Sequence 2); 30-33 credits (Sequence 3); 30 credits (Sequence 4); or 36 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an advisor in TESOL.

Curriculum: Sequence 1 (30 credits):

The 30-credit curriculum for Sequence 1 consists of five instructional areas.

- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 644 (1).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 2 (39-42 credits):

The 39-42 credit curriculum for Sequence 2 consists of six instructional areas.

- Foundations (9): ESC 501 (3), ESC 502 (3), and ESC 506 (3).
- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 644 (1) OR ESC 798 (3) and ESC 642 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 3 (30-33 credits):

The 30-33 credit curriculum for Sequence 3 consists of six instructional areas.

- Foundations (6): ESC 501 (3) and 502 (3) or 3-6 credits of TESOL electives selected in consultation with the advisor.
- Language Education (9): ESC 757 (3), ESC 725 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (6): ESC 761 (3) and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 644 (1) or ESC 798 (3) and ESC 642 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 4 (30 credits):

The 30-credit curriculum for Sequence 4 consists of five instructional areas.

- Language Education (9): ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (6): ESC 798 (3) and ESC 644 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 5 (36 credits):

The 36-credit curriculum for Sequence 5 consists of six instructional areas.

- Foundations (6): ESC ~~502~~ (3), and ESC 506 (3)
- Language Education (12): ~~SPE 703~~ (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.

- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 644 (1),
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

### Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must: (a) complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Assessment of Literacy Skills Test (ALST), Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST (teachers ~~who were certified prior to April 30, 2014~~, only present passing scores on the ESOL CST); and (c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see advisor for more information.

In order to qualify for professional certification in ESOL, in addition to the master's degree (Sequences 1, 2, 4 or 5), teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves Pre-K-grade 12, and must meet any additional New York State requirements.

### 3. To:

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

This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to Speakers of Other Languages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements. Applicants will apply for one of the following 5 sequences based on their qualifications:

Sequence 1 (30 credits). Students who already possess New York State certification and who seek additional certification as teachers of ESOL PreK-grade 12.

Sequence 2 (39-42 credits). Liberal arts and sciences graduates who lack education courses and who seek initial certification in ESOL PreK-grade 12.

Sequence 3 (30-33 credits). Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking Pre-K-grade 12 certification.

Sequence 4 (30 credits). Liberal arts and sciences graduates who have met requirements for linguistics, general education, and special education through prior coursework and who seek certification in ESOL PreK-grade 12.

Sequence 5 (36 credits). Teachers who hold a valid Transitional B certificate in ESOL from New York State.

### Admission Requirements

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

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

### TESOL Degree Requirements

Students must consult with an advisor in the TESOL program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the TESOL program. All students will complete the curriculum corresponding to one of the sequences below: 30 credits (Sequence 1); 39-42 credits (Sequence 2); 30-33 credits (Sequence 3); 30 credits (Sequence 4); or 36 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an advisor in TESOL.

Nota Bene: The practicum (ESC 797 or 798) requires a pre-application the semester prior to enrollment. Candidates are required to submit scores on the ALST and EAS exams (Sequence 2, 4 only) and the ESOL CST (Sequences 1, 2, 4, 5).

Curriculum: Sequence 1 (30 credits):

The 30-credit curriculum for Sequence 1 consists of five instructional areas.

- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609 (1).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 2 (39-42 credits):

The 39-42 credit curriculum for Sequence 2 consists of six instructional areas.

- Foundations (9): ESC 501 (3), ESC 502 (3), and ESC 506 (3).
- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.

- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 609 (1) OR ESC 798 (3) and ESC 610 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 3 (30-33 credits):

The 30-33 credit curriculum for Sequence 3 consists of six instructional areas.

- Foundations (6): ESC 501 (3) and 502 (3) or 3-6 credits of TESOL electives selected in consultation with the advisor.
- Language Education (9): ESC 757 (3), ESC 725 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (6): ESC 761 (3) and 766 (3).
- Practicum (3-6): ESC 797 (2) and ESC 609 (1) or ESC 798 (3) and ESC 610 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 4 (30 credits):

The 30-credit curriculum for Sequence 4 consists of five instructional areas.

- Language Education (9): ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (6): ESC 798 (3) and ESC 610 (3).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.



Curriculum: Sequence 5 (36 credits):

The 36-credit curriculum for Sequence 5 consists of six instructional areas.

- Foundations (6): ESC 501 (3), and ESC 506 (3)
- Language Education (12): ESC 757 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3).
- Cultural Perspectives (3): ESC 769 (3) or another course in cultural perspectives selected in consultation with the advisor.
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609 (1),
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project.

#### Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must: (a) complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Academic Literacy Skills Test (ALST), Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST (teachers already NYS-certified in another field only present passing scores on the ESOL CST); and (c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see advisor for more information.

In order to qualify for professional certification in ESOL, in addition to the master's degree (Sequences 1, 2, 4 or 5), teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves Pre-K-grade 12, and must meet any additional New York State requirements.

#### 4. **Rationale:**

- a. Admission requirement #2 was redundant. Candidate readiness to undertake graduate studies is amply determined in other ways.
- b. We simplified the wording in admission requirement #3. Also, we corrected the abbreviation -- "ESOL" is used for certification; "TESOL" is used for the degree.
- c. Admission requirement #4: Sequence 2 candidates need more time to prepare for the ALST; we will require scores for student teaching instead. The new GRE requirement is NYS-mandated.

- d. Admission requirement #11 was updated with the new name of the School of Education and revised for clarity.
- e. Admission requirement #11: changes made to reflect Admissions Office changes.
- f. Degree Requirements: In all sequences, ESC 611 was replaced by the new TESOL-specific seminar ESC 609; ESC 612, by the new TESOL-specific seminar ESC 610.
- g. Curriculum: Sequence 5 changes:
  - (1) ESC 502 was replaced by ESC 501 to reflect changes in the overall curriculum and course alignment for Trans B candidates.
  - (2) SPE 703 was replaced by ESC 757 to meet linguistics requirements for TESOL teachers.
- h. Additional Requirements for Certification: the wording was clarified.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

Hegis # 1500.00

Program Code: 27026

1. **Type of Change:** Admissions Requirement; Certificate Requirement

2. **From:**

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
2. New York State teacher certification.
3. A master's degree appropriate for New York State professional certification.
4. Successful completion of minimum requirements in special education.
5. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.
6. The study of cultural perspectives of one or more ESL populations (at least 3 credits).
7. Two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview, which requires producing a writing sample in English.
9. Satisfy appropriate voice, speech, and health standards.
10. Meet additional Departmental, divisional, and New York State requirements, if any.
11. ~~If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.~~

### TESOL Certificate Requirements

Students must consult with an advisor in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL advisor. All students must complete the 24-credit curriculum below.

In order to be recommended for ESOL certification, candidates must (a) complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, (b) present passing scores on the ESOL Content Specialty Test (CST), (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see advisor for more information), and (d) meet any additional New York State requirements.

### TESOL Certificate Curriculum

The 24-credit certificate curriculum consists of three instructional areas:

- Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 644 (1).

### **3. To:**

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

### TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
2. New York State teacher certification.
3. A master's degree appropriate for New York State professional certification.
4. Successful completion of minimum requirements in special education.
5. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.
6. The study of cultural perspectives of one or more ESL populations (at least 3 credits).
7. Two (2) letters of recommendation and a 500-word essay on career goals.
8. Participate in an interview, which requires producing a writing sample in English.
9. Satisfy appropriate voice, speech, and health standards.
10. Meet additional Departmental, divisional, and New York State requirements, if any.
11. Meet any additional requirements for admission in the first three semesters of matriculation.

#### TESOL Certificate Requirements

Students must consult with an advisor in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL advisor. All students must complete the 24-credit curriculum below.

In order to be recommended for ESOL certification, candidates must (a) complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, (b) present passing scores on the ESOL Content Specialty Test (CST), (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see advisor for more information), and (d) meet any additional New York State requirements.

## TESOL Certificate Curriculum

The 24-credit certificate curriculum consists of three instructional areas:

- Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609 (1).

### **4. Rationale:**

Admission requirement #11: changes made to reflect Admissions Office changes.  
Certificate Curriculum: ESC 611 was replaced by the new TESOL-specific teaching internship seminar ESC 609.

### **5. Date of departmental approval: March 17, 2016**

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

**DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Hours; Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 595
Course Title	Internship in Classroom Teaching
Description	<del>One semester full-time, two supervised/mentored experiences of 7 weeks each (or other Lehman College approved sequence.</del> (May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	PREREQ: A- grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; <del>a passing score on the ATS-W Teacher Certification Examination;</del> Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 611.
Credits	1-3
Hours	NONE
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 595
Course Title	Internship in Classroom Teaching
Description	(May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	PREREQ: <u>An average</u> grade of B or better in the Content Area Teaching Methods course(s); an overall index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 611.
Credits	1-3
Hours	<u>1-3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society



	_____ Scientific World
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4. **Rationale:**

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. The ATS-W pre-requisite has been removed as that exam is no longer required for certification. Since most programs in this department have more than one methods class, the methods grade pre-requisite was rewritten to include more than one course. None of these changes will impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE/ HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Hours; Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 596
Course Title	Student Teaching in the Middle and High School Grades
Description	<del>One semester full-time supervised student teaching, two experiences of 7 weeks each (or other Lehman College approved sequence).</del> Student teaching in the middle and high school grades.
Pre/ Co Requisites	PREREQ: A grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; <del>a passing score on the ATS-W Teacher Certification Examination</del> ; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 612.
Credits	3
Hours	NONE
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 596
Course Title	Student Teaching in the Middle and High School Grades
Description	Student teaching in the middle and high school grades <u>with on-site supervisory visits. Assigned in-school activities are required.</u>
Pre/ Co Requisites	PREREQ: <u>An average</u> grade of B or better in the Content Area Teaching Methods course(s); an overall GPA index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 612.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Contact hour for the course were not previously listed. The updated course description corrects this omission and keeps contact hours and course credits consistent. The ATS-W exam is no longer required for certification. Since most programs in this department have more than one methods class, the methods grade pre-requisite was rewritten to include more than one course. None of these changes will impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Pre-requisite

2. **From:**

Department(s) )	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Studies Education
Course Prefix & Number	ESC 534
Course Title	Teaching US History and Government
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards in middle and high school social studies. Uses of technology; relevant software; alternative teaching strategies; different types of assessment; inclusion of special student populations; and literacy development in social studies. <del>Limited to master's-level students seeking initial certification.</del> Includes field experience. Students cannot receive credit for both ESC 434 and ESC 534.
Pre/ Co Requisites	PRE- or COREQS: ESC 501 and/or ESC 502 (or equivalent), a 3.0 GPA, and <del>passing score on the New York State LAST examination. Pass the GST (Content Specialty Test) and ATS—W (Assessment of Teaching Skills—Written) before or during course.</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Studies Education
Course Prefix & Number	ESC 534
Course Title	Teaching US History and Government
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards in middle and high school social studies. Uses of technology; relevant software; alternative teaching strategies; different types of assessment; inclusion of special student populations; and literacy development in social studies. Includes field experience. Students cannot receive credit for both ESC 434 and ESC 534.
Pre/ Co Requisites	PRE- or COREQS: ESC 501 and/or ESC 502 (or equivalent), a 3.0 GPA, and submission of scores on the New York State <u>ALST</u> examination.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<ul style="list-style-type: none"><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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4. **Rationale:**

We are updating the course description for two reasons. First of all, we are creating a new Advanced Certification program for teachers to earn Professional Certification, so we needed to eliminate the sentence about initial certification only. And second, the course description listed the old certification exams, which we replaced with the new ones.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s) )	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Studies Education
Course Prefix & Number	ESC 533
Course Title	Teaching World History in Middle and High School
Description	Theory and practice of curriculum, lesson planning, and national and State standards in middle and high school world history and geography courses. Uses of technology and relevant reviews of software, teaching strategies, assessments, and inclusion of special student populations. Includes supervised field work in middle and high school. PRE- or COREQS: ESC 501(or equivalent) and/or ESC 502 (or equivalent), 3.0 GPA, and a passing score on the New York State LAST examination and the CST.
Pre/ Co Requisites	ESC 501 and ESC 502
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible



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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Studies Education
Course Prefix & Number	ESC 533
Course Title	Teaching World History in Middle and High School
Description	Theory and practice of curriculum, lesson planning, and national and State standards in middle and high school world history and geography courses. Uses of technology and relevant reviews of software, teaching strategies, assessments, and inclusion of special student populations. Includes supervised fieldwork in middle and high school. PRE- or COREQS: ESC 501 (or equivalent) and/or ESC 502 (or equivalent), 3.0 GPA, and <u>submission of scores</u> on the New York State <u>ALST</u> examination and the CST.
Pre/ Co Requisites	ESC 501 and/or ESC 502
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<p>_____ Individual and Society _____ Scientific World</p>
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4. **Rationale:**

We are making a minor change to update the name of the new certification exam. In addition to updating the name of the new certification exam, we are changing the certification exam requirement from passing the exam to submitting a score. This change is to acknowledge that some students will need to take the exam multiple times before passing, but should still be able to take this course in the meantime. These changes will not impact learning outcomes.

5. **Date of departmental approval:** March 17, 2016

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

**Department of Speech-Language-Hearing Sciences**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Speech-Language Pathology; M.A.

Hegis Number: 1220.00

Program Code: 34037

Effective Term: Fall 2016

1. **Type of Change:** Admission Requirements; Degree Requirements
2. **From:**

**M.A. Program in Speech-Language Pathology**

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for the state License in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

**Admission Requirements**

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 24 credits of core prerequisite course work: SPV 221, 245, 246, 247, 249, 326, 327, 328 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.

- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Submission of Graduate Record Examination (GRE) scores taken within five years.

### Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology, students must complete the curriculum consisting of 60 credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 20 hours include an audiology practicum, and 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.

Matriculating students must attend two professional development seminars with proof of certification of attendance.

### Curriculum in Speech-Language Pathology (60 credits)

Basic Science and Related Courses (9 credits): SPE 705 (3), SPE 700 (3), and SPE 717 (3).

Professional Courses (51 credits): SPE 701 (1), SPE 718 (3), SPE 719 (3), SPE 721 (3), SPE 722 (3), SPE 723 (3), ~~SPE 724 (1)~~, SPE 725 (3), SPE 726 (3), SPE 727 (3), SPE 729 (2 semesters, 3 credits each), SPE 730 (2 semesters, 2 credits each), and SPE 734 (2 semesters, 3 credits each), SPE 736 (3), SPE 739 (3), and one elective (3).

### Coursework:

SPE 700: Introduction to Research Methods (3 credits)

SPE 701: Professional Issues (1 credit)

SPE 705: Speech Science (3 credits)

SPE 717: Advanced Anatomy, Physiology, and Neurology of Speech (3 credits)

SPE 718: Phonology and Articulation (3 credits)

SPE 719: Audiology for the Speech-Language Pathologist (~~3 credits~~)

SPE 721: Early Childhood Language Disorders (3 credits)

SPE 722: Language Disorders in School-Age Children and Adolescents (3 credits)

SPE 723: The Nature, Diagnosis, and Treatment of Fluency Disorders (3 credits)

~~SPE 724: Clinical Practicum in Audiology (1 credit)~~

SPE 725: Diagnostic Techniques in Speech-Language Pathology (3 credits)

SPE 726: Aphasia and Related Disorders (3 credits)

SPE 727: Voice Disorders (3 credits)

SPE 729: Clinical Practicum and Seminar in Speech-Language Pathology (3 credits)

SPE 730: Clinical and Classroom Externship in Speech-Language Pathology (2 credits)

SPE 734: Diagnostic Practicum (3 credits)

SPE 736: Motor Speech Disorders (3 credits)

SPE 739: Dysphagia (3 credits)

One 3-credit elective course:

A minimum of one elective course: SPE 748: Augmentative & Alternative Communication (3 credits), or SPE 735: Seminar in Speech-Language Pathology (3 credits), or SPE 796: Special Problems.

### Bilingual Extension

Students who are completing the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate need to complete the following additional 12 credits: ESC 759; EDE/EDC or ESC 727 or ESC 761; SPE 530; SPE 703; complete 50 hours of supervised field experiences providing bilingual speech language hearing services to children, and pass the BEA exam (<http://www.nystce.nesinc.com/>).

Students who completed the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate can contact the Department of SLHS or the Department of Middle and High School Education.

Department Grade Requirements/Progression Criteria

To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

### **Clinical Practica Prerequisites, Sequence, and Continuation Criteria**

- There are four prerequisite courses (SPE 718, 721, 722, and 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in 729 (Clinical Practicum and Seminar). Upon completion of 12 credits (SPE 718, 721, 722, and 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729 (Clinical Practicum and Seminar).
- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA.- certified speech-language pathologist. Students must complete all four courses (SPE 718, 721, 725, and 722) prior to initial enrollment in SPE 729.
- Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.
- Students must complete SPE 726 prior to enrollment in the adult clinic.
- PREREQS for SPE 730 (Clinical and Classroom Externship in Speech-Language Pathology): successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, 721, 722, 723, 725, 726.

#### Clinical Training Sequence:

- 1st Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, plus PREREQ/COREQ: SPE 726. SPE 734 (OPTIONAL).
- 2nd Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, 726 and successful completion with a grade of B or better in first semester 729 practicum. SPE 734 (OPTIONAL).
- 3rd Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.
- 4th Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

#### Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

### 3. **TO:**

#### **M.A. Program in Speech-Language Pathology**

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for the state License in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

#### Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 221, 245, 247, 249, 326 or 327 and 328 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

- Submission of Graduate Record Examination (GRE) scores taken within five years.

### Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology, students must complete the curriculum consisting of 60 credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 20 hours include an audiology practicum, and 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.

Matriculating students must attend two professional development seminars with proof of certification of attendance.

### Curriculum in Speech-Language Pathology (60 credits)

Basic Science and Related Courses (9 credits): SPE 705 (3), SPE 700 (3), and SPE 717 (3).

Professional Courses (51 credits): SPE 701 (1), SPE 718 (3), SPE 719 ( 4 ), SPE 721 (3), SPE 722 (3), SPE 723 (3), SPE 725 (3), SPE 726 (3), SPE 727 (3), SPE 729 (2 semesters, 3 credits each), SPE 730 (2 semesters, 2 credits each), and SPE 734 (2 semesters, 3 credits each), SPE 736 (3), SPE 739 (3), and one elective (3).

### Coursework:

SPE 700: Introduction to Research Methods (3 credits)

SPE 701: Professional Issues (1 credit)

SPE 705: Speech Science (3 credits)

SPE 717: Advanced Anatomy, Physiology, and Neurology of Speech (3 credits)

SPE 718: Phonology and Articulation (3 credits)

SPE 719: Audiology for the Speech-Language Pathologist (4 credits)

SPE 721: Early Childhood Language Disorders (3 credits)

SPE 722: Language Disorders in School-Age Children and Adolescents (3 credits)

SPE 723: The Nature, Diagnosis, and Treatment of Fluency Disorders (3 credits)



SPE 725: Diagnostic Techniques in Speech-Language Pathology (3 credits)

SPE 726: Aphasia and Related Disorders (3 credits)

SPE 727: Voice Disorders (3 credits)

SPE 729: Clinical Practicum and Seminar in Speech-Language Pathology (3 credits)

SPE 730: Clinical and Classroom Externship in Speech-Language Pathology (2 credits)

SPE 734: Diagnostic Practicum (3 credits)

SPE 736: Motor Speech Disorders (3 credits)

SPE 739: Dysphagia (3 credits)

One 3-credit elective course:

A minimum of one elective course: SPE 748: Augmentative & Alternative Communication (3 credits), or SPE 735: Seminar in Speech-Language Pathology (3 credits), or SPE 796: Special Problems, or SPE 703: Theory and Application of Bilingualism to Speech-Language Pathology ( 3 credits)

### Bilingual Extension

Students who are completing the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate need to complete the following additional 12 credits: ESC 759; EDE/EDC or ESC 727 or ESC 761; SPE 530; SPE 703; complete 50 hours of supervised field experiences providing bilingual speech language hearing services to children, and pass the BEA exam (<http://www.nystce.nesinc.com/>).

Students who completed the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate can contact the Department of SLHS or the Department of Middle and High School Education.

### Department Grade Requirements/Progression Criteria

To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

### **Clinical Practica Prerequisites, Sequence, and Continuation Criteria**

- There are four prerequisite courses (SPE 718, 721, 722, and 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in 729 (Clinical Practicum and Seminar). Upon completion of 12 credits (SPE 718, 721, 722, and 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729 (Clinical Practicum and Seminar).
- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA.- certified speech-language pathologist. Students must complete all four courses (SPE 718, 721, 725, and 722) prior to initial enrollment in SPE 729.
- Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester
- Students must complete SPE 726 prior to enrollment in the adult clinic.
- PREREQS for SPE 730 (Clinical and Classroom Externship in Speech-Language Pathology): successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, 721, 722, 723, 725, 726.

#### Clinical Training Sequence:

- 1st Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, plus PREREQ/COREQ: SPE 726. SPE 734 (OPTIONAL).
- 2nd Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, 726 and successful completion with a grade of B or better in first semester 729 practicum. SPE 734 (OPTIONAL).
- 3rd Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.
- 4th Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

#### Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

**4. Rationale:**

The elimination of SPV 246 (Introduction to Linguistics) will allow more students to meet the admission requirements for the graduate program in Speech-Language Pathology. Most applicants from other undergraduate programs do not have a course in Introductory Linguistics. By removing this admission requirement, we will be able to consider more applicants who are highly qualified, but may not have a specific course in introductory linguistics. Similarly, many students applying from other institutions do not have both SPV 326 (Speech Pathology, Functional Disorders) and SPV 327 (Speech Pathology, Organic Disorders). By requiring only one course that meets SPV 326 or SPV 327, we will be able to consider more applicants who are highly qualified for the graduate program. The addition of SPE 703 (Theory and Application of Bilingualism to Speech-Language Pathology) provides students with another course option to fulfill the elective requirement for the MA degree.

**5. Date of departmental approval: March 4, 2016**

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

**Department of Speech-Language-Hearing Sciences**

**CURRICULUM CHANGE**

1. **Type of Change:** Withdrawal of SPE 724
2. **Description:** *1.5 hour 1, credit* : Audiological assessment and management of children and adults with hearing loss appropriate for the speech-language pathologist. Students will be given the opportunity to screen for hearing difficulties during the practicum experience. COREQ: Students must also register for SPE 719, Audiology for the Speech-Language Pathologist.
3. **Rationale:**  
SPE 724 is removed because a separate practicum in audiology is not required by the American Speech-Language-Hearing Association, nor New York State Education Department of Professions as a licensing requirement.
4. **Date of departmental approval:** March 4, 2016

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

**Department of Speech-Language-Hearing Sciences**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Course Hours, Credits, Description, Co-Requisite

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Graduate training
Course Prefix & Number	SPE 719
Course Title	Audiology for the Speech-Language-Pathologist
Description	Course content includes hearing screening across the lifespan, <del>aural rehabilitation, FM amplifier and classroom systems, hearing aids, and educational audiology.</del>
Pre/ Co Requisites	PREREQ: Students must have completed a total of 3 credits in Hearing Science and 3 credits in Audiology on the undergraduate level. <del>SPE 724, co-requisite</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education	__X__ Not Applicable

Component	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Graduate training
Course Prefix & Number	SPE 719
Course Title	Audiology for the Speech-Language-Pathologist
Description	<u>Audiological assessment and (re)habilitation of children and adults with hearing loss for the speech--language pathologist.</u> Course content includes <u>auditory skills development, communication and listening skills impacted by hearing loss, auditory processing disorders, hearing screening across the lifespan and sound enhancement systems.</u> <u>Students will learn to conduct hearing screenings.</u>
Pre/ Co Requisites	PREREQ: Students must have completed a total of 3 credits in Hearing Science and 3 credits in Audiology on the undergraduate level.
Credits	<u>4</u>

Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** The change from 3 credits, 3 hours to 4 credits, 4 hours will allow for both content knowledge and skill training in audiological assessment and management for the speech-language pathologist. The co-requisite SPE 724, Audiological Practicum is dropped because there are no existing certification requirements at the state or national levels for a specific practicum in audiology. Rather, the 4 hour, 4 credit course will serve to teach both knowledge and skill in audiological assessment and management of children and adults with hearing loss appropriate for the speech-language pathologist.

5. **Date of departmental approval:** March 4, 2016

**Senate Meeting – May 4, 2016**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present (all members in attendance) on April 13, 2016:**

1. Early Childhood and Childhood Education
  - Change minor requirements
  - Course change ECE 301
  - Course change ECE 302
  - Course change ECE 311
  - Course change ECE 304
  - Course change ECE 435
  - Course change ECE 427
2. Mathematics and Computer Science
  - Change degree requirements BA
3. Journalism, Communication & Theatre
  - Change degree requirements BA Film & TV
  - Change degree requirements BA Journalism
  - Change degree requirements BA Media Communications
  - New minor Film & TV Studies
  - New minor Journalism
  - New minor Media Communications Studies
4. Adult Degree Program
  - Course change IBA 150
  - Course change IBA 151
  - Course change IBA 152
  - Course change IBA 153
  - Course change IBA 154
  - Course change IBA 160
5. Lehman Scholars Program
  - New course LSP 359
  - New course LSP 358
  - New course LSP 357
6. Physics and Astronomy
  - Course change PHY 140
7. Biological Sciences
  - Course change BIO 181, 182, 183, 184, 230
8. Earth, Environmental, and Geospatial Sciences
  - Course change GEP/GEO 228
  - Course change GEP/GEO 229
9. Speech, Hearing and Language Sciences
  - New course SPV 331



10. Middle and High School Education

- Change degree requirements
- Change degree requirements
- Change degree requirements
- Change degree requirements
- New course ESC 467
- Course change ESC 301
- Course change ESC 410
- Course change ESC 4480
- Course change ESC 462
- Course change ESC 434
- Course change ESC 433
- Course change ESC 432
- Course change ESC 429
- Course change ESC 422
- Course change ESC 424
- Course change ESC 419
- Course change ESC 302
- Journalism, Communication & Theatre

11. Sociology

- Change degree requirements - honors

**Informational Items**

- Experimental course BIO 421
- Experimental course ESC 307 was returned for a new title
- Integrative Learning Council - added Kevin Ortiz Pena (student)

Next meeting: Next meeting will be in the fall, TBA

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Course description, hours, credits, title, note, liberal arts designation

2. **From:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 150
Course Title	
Description	The Individualized Baccalaureate Art Colloquia (IBA 150-165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 150
Course Title	<u>Interdisciplinary Studies of People and Culture</u>
Description	<u>Introduction to peoples and cultures and factors that influence them across a broad range of domains. Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</u>
Pre/ Co Requisites	
Credits	<u>3 (may be repeated for credit with a different topic)</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Varying Topics</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adult Degree students have been away from formal education for some time. Thus, IBA courses both introduce them to a liberal arts education and prepare them to be

successful in disciplinary study. Examples of current and past IBA courses in this area include: Psychosocial Development of Youth; Is Good Parenting Enough; Bullying, the Toxicity of Our Culture; Psychological and Social Effects of Coming Home; The Evolution of Disbelief; Death and Dying through Film and Literature; Food for Thought - Eating and Drinking Across Cultures; Bridging the Gap Across Gender, Generation and Culture; Multi-Cultural Perspectives on Illness

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

- Demonstrate knowledge of theories and behaviors of individuals, groups, and/or communities through an interdisciplinary study of people and culture
- Demonstrate the ability to formulate their own ideas about the world they live in
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

5. **Date of department approval:** Adult Degree Program Approval: March 29, 2016

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Course description, hours, credits, title, note, liberal arts designation

2. **From:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 151
Course Title	
Description	<del>The Individualized Baccalaureate Art Colloquia (IBA 150-165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.</del>
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. To:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 151
Course Title	<u>Interdisciplinary Studies of Global and Local Issues</u>
Description	<u>Introduction to diverse issues that shape people’s lives on both global and local levels. Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</u>
Pre/ Co Requisites	
Credits	<u>3 (may be repeated for credit with a different topic)</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Varying Topics</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adult Degree students have been away from formal education for some time. Thus, IBA courses both introduce them to a liberal arts education and prepare them to be successful in disciplinary study. Examples of current and past IBA courses in this area include: Global Perspectives on Happiness; Immigration and the Media; An Exploration of the NYC Criminal Justice System; Health, Wealth and Happiness - The Importance of Greening

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

- Demonstrate understanding of global and/or local issues and the impact these have on the lives of individuals, groups and communities.
- Demonstrate the ability to formulate their own ideas
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

5. **Date of departmental approval:** Adult Degree Program Approval: March 29, 2016

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Course description, hours, credits, title, note, liberal arts designation

2. **From:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 152
Course Title	
Description	The Individualized Baccalaureate Art Colloquia (IBA 150-165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



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**3. To:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 152
Course Title	<u>Interdisciplinary Studies in Power, Politics and Change</u>
Description	<u>Introduction to theories and dynamics relating to power structures, political movements and change processes. Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</u>
Pre/ Co Requisites	
Credits	<u>3 (may be repeated for credit with a different topic)</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Varying Topics</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adult Degree students have been away from formal education for some time. Thus, IBA courses both introduce them to a liberal arts education and prepare them to be

successful in disciplinary study. Examples of current and past IBA courses in this area include: Media, Politics and Propaganda; Unchained Cinema - the Struggle for Human Rights in Film; The Art of Persuasion - The Craft of Political Action; Capital and Consequence - Business and Its Effect on Race, Gender and Family;

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

- Demonstrate an understanding of theories and dynamics related to power structures, political movements, and change processes
- Demonstrate the ability to formulate their own ideas
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

5. **Date of departmental approval:** Adult Degree Program Approval: March 29, 2016

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Course description, hours, credits, title, note, liberal arts designation

2. **From:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 153
Course Title	
Description	<del>The Individualized Baccalaureate Art Colloquia (IBA 150-165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.</del>
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. To:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 153
Course Title	<u>Interdisciplinary Studies in Artistic and Literary Expression</u>
Description	<u>Introduction to various forms of artistic and literary expression. Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</u>
Pre/ Co Requisites	
Credits	<u>3 (may be repeated for credit with a different topic)</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Varying Topics</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adult Degree students have been away from formal education for some time. Thus, IBA courses both introduce them to a liberal arts education and prepare them to be successful in disciplinary study. Examples of current and past IBA courses in this area include: Science Fiction, Fantasy and Video; The Poetry of the American Song Lyric; Cultural Values and Mores Depicted through Dance and Music; Images of Self - Memoir and Autobiography; The Language of Love - the Poetry of Longing and Desire; Cultural Identities Reflected in the Performing Arts; The Historical Fascination with Fear; Concrete Sin - The Power and Sexuality in Urban Cinema

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

- Demonstrate familiarity with a variety of forms of artistic and literary expression
- Demonstrate the ability to formulate their own ideas
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

5. **Date of departmental approval:** Adult Degree Program Approval: March 29, 2016

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Course description, hours, credits, title, note, liberal arts designation

2. **From:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 154
Course Title	
Description	<del>The Individualized Baccalaureate Art Colloquia (IBA 150-165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.</del>
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. To:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 154
Course Title	<u>Interdisciplinary Studies in Science Literacy</u>
Description	<u>Introduction to issues related to science literacy. Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</u>
Pre/ Co Requisites	
Credits	<u>3 (may be repeated for credit with a different topic)</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Varying Topics</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adult Degree students have been away from formal education for some time. Thus, IBA courses both introduce them to a liberal arts education and prepare them to be

successful in disciplinary study. Examples of current and past IBA courses in this area include: Principles of Biomedical Ethics; Food, Health and the Environment - What's the Connection; The Right Medicine - Dilemmas in the World of Medicine

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

- Demonstrate an understanding of scientific concepts, theories and issues and the role of science in society and personal life
- Demonstrate the ability to formulate their own ideas
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

5. **Date of departmental approval:** Adult Degree Program Approval: March 29, 2016



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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Course description, hours, credits, title, note, liberal arts designation

2. **From:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 160
Course Title	
Description	<del>The Individualized Baccalaureate Art Colloquia (IBA 150-165) are designed to introduce Adult Degree students to various aspects of a liberal arts education.</del>
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. To:**

Department(s)	Adult Degree Program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Individualized Study
Course Prefix & Number	IBA 160
Course Title	<u>Prior Learning Assessment: Portfolio Development</u>
Description	<u>An exploration of how to create a detailed autobiography that documents the knowledge, skills, and abilities gained outside the classroom which may be eligible for academic credit.</u>
Pre/ Co Requisites	<u>60 credits min, of which 12 must be at Lehman. Completion of Engl 111/121 or equivalent.</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Many adult students have done substantial learning through work or volunteer experience. The ability to write a comprehensive and convincing document of these experiences is critical for positive evaluation and awarding of credits. Translating these experiences into appropriate academic language is an intensive writing challenge.

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

- Demonstrate an understanding of the Prior Learning Assessment Portfolio Process
- Demonstrate the ability to formulate their own ideas
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

5. **Date of departmental approval:** Adult Degree Program Approval: March 29, 2016

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Addition of note

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	Bio 181, Bio 182, Bio 183, Bio 184, Bio 230
Course Title	
Description	
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	
Course Title	Bio 181, Bio 182, Bio 230
Description	<u>Note: The course cannot fulfill any requirements within the BIO major or BIO minor).</u>
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** The bulletin currently states that the listed courses are only open for certain majors, but doesn't explicitly say they cannot fulfill any requirements within the BIO major. This is problematic for biology majors, particularly those who take the course early in their career when they are contemplating more than one major.

**5. Date of departmental approval: 3/30/16**

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Early Childhood; Early Childhood w. Bilingual Ext.; Childhood; Childhood w. A Bilingual Ext. / Undergraduate Minor

Hegis Number: NA

Program Code: NA

Effective Term: Spring 2015

**1. From:**

The Department of Early Childhood and Childhood Education offers two options for a minor: (1) a minor for students who would like to seek teaching certification in Early Childhood or Childhood Education that allows them to complete pre-requisites for a master's program specifically designed for them that leads to a NYS teaching certification (OPTION 1) and (2) a minor for students who want an ECCE minor but do not intend on seeking NYS certification in Early Childhood or Childhood education (OPTION 2).

**OPTION 1. ECCE Minors for Students Seeking NYS Teaching Certification**

The Department of Early Childhood and Childhood Education offers undergraduate minor programs that allow students to complete many of the prerequisites required for graduate programs that lead to NYS initial teaching certification in:

Childhood Education (Grades 1-6)

Childhood Education (Grades 1-6) with a Bilingual Extension

Early Childhood Education

Early Childhood Education with a Bilingual Extension

These programs are referred to as "Minor to Master's" programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor's degree. Upon satisfactory completion of the minor, they may apply for a "fast track" 30 credit graduate program

specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.

Each Minor to Master's program is composed of four ECCE 300 level courses (12 credits), four 400 level courses (12 credits) completed during the senior year of the undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits).

Candidates who apply to a Minor to Master's program in the final semester of their junior year may be qualified to pursue either a 30 credit graduate program in Childhood Education with or without a Bilingual Extension or a 30 credit graduate program in Early Childhood Education with or without a Bilingual Extension.

Students interested in beginning a Minor to Master's program track in their senior year must complete the following coursework prior to applying to the program:

12 Credits of 300-Level ECCE Coursework:

ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);

ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits)

ECE 304 Foundations of Early Language and Literacy Development, Birth to Grade Two (3 credits)

ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

NOTE: ECE 301, ECE 302, and ECE 311 may be taken in any order; however, to register for ECE 304, students must declare the minor in Early Childhood and Childhood Education and have completed ECE 301.

A student must meet the following requirements to be admitted into one of two "Minor to Master's" tracks:

- Completion of ECE 301, ECE 302, ECE 304 and ECE 311 with minimum 3.0 grade point average
- Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,
- Submission of SAT or ACT scores
- Satisfactory completion of undergraduate 300 level minor courses and NY State liberal arts requirements,
- Two letters of recommendation, one must be from the student's ECE 304 instructor,
- An interview with program faculty and an interview in Spanish for students who will be taking the bilingual extension,

- An on-site writing sample in English and a Spanish writing sample for students who will be taking the bilingual extension, and
- Completion of the College's general education requirements,
- ~~Completion of additional courses in the Liberal Arts and Sciences with a grade of C or better in each course. Some of these requirements can be met by completing courses that also fulfill general education requirements; students must consult with ECCE program coordinators for approved courses in each area:~~

~~Arts Requirement: One course in the Arts~~

~~Math Requirement: Two courses in Mathematics approved by an ECCE program coordinator~~

~~Science Requirement: Two courses in Natural Science~~

~~Social Science Requirement: Two courses in the Social Sciences~~

~~Foreign Language: Two semesters of the same foreign language or the equivalent (Note: American Sign Language can be used to meet this requirement in addition to any foreign language)~~

~~English: Two courses in English (generally ENG 111 and 121 or equivalent)~~

Track 1: ECCE Minor For Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension.

12 Credits of 400 -Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 ~~Issues in Bilingualism~~ (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages (3 credits)

DEC 436 Art Methods for Childhood, Grades 1-6 (3 credits)

DEC 437 Methods of Math, Grades 1-6 (3 credits)

Track 2: ECCE Minor For Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension.

12 Credits of 400-Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 ~~Issues in Bilingualism~~ (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages (3 credits)

ECE 436 The Young Child and the Arts, Birth to Grade (3 credits)

ECE 438 The Young Child and Music, Birth to Grade 2 (3 credits)

NOTE: Both tracks require that students take the NYS ASLT (Academic Skills Literacy Test) during the first semester of the 400 level sequence.

**OPTION 2. ECCE Minor for Students Not Seeking NYS Teaching Certification in through a Minor to Master's program**



Students who wish to register for the 12-credit ECCE minor and are not interested in pursuing a teacher certification program can complete the following:

- ECE 300: Education in Historical, Political, and Sociocultural Contexts—Birth to Grade 6 (3 credits)\*
- ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);
- ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits); and
- ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

\*NOTE: If a student has completed ECE 304, the student does not need to complete ECE 300 to satisfy the Option 2 Minor.

## 2. To:

The Department of Early Childhood and Childhood Education offers two options for a minor: (1) a minor for students who would like to seek teaching certification in Early Childhood or Childhood Education that allows them to complete pre-requisites for a master's program specifically designed for them that leads to a NYS teaching certification (OPTION 1) and (2) a minor for students who want an ECCE minor but do not intend on seeking NYS certification in Early Childhood or Childhood education (OPTION 2).

### **OPTION 1. ECCE Minors for Students Seeking NYS Teaching Certification**

The Department of Early Childhood and Childhood Education offers undergraduate minor programs that allow students to complete many of the prerequisites required for graduate programs that lead to NYS initial teaching certification in:

- Childhood Education (Grades 1-6)
- Childhood Education (Grades 1-6) with a Bilingual Extension
- Early Childhood Education
- Early Childhood Education with a Bilingual Extension

These programs are referred to as “Minor to Master’s” programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor’s degree. Upon satisfactory completion of the minor, they may apply for a “fast track” 30 credit graduate program

specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.

Each Minor to Master's program is composed of four ECCE 300 level courses (12 credits), four 400 level courses (12 credits) completed during the senior year of the undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits).

Candidates who apply to a Minor to Master's program in the final semester of their junior year may be qualified to pursue either a 30 credit graduate program in Childhood Education with or without a Bilingual Extension or a 30 credit graduate program in Early Childhood Education with or without a Bilingual Extension.

Students interested in beginning a Minor to Master's program track in their senior year must complete the following coursework prior to applying to the program:

12 Credits of 300-Level ECCE Coursework:

ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);

ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits)

ECE 304 Foundations of Early Language and Literacy Development, Birth to Grade Two (3 credits)

ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

NOTE: ECE 301, ECE 302, and ECE 311 may be taken in any order; however, to register for ECE 304, students must declare the minor in Early Childhood and Childhood Education and have completed ECE 301.

A student must meet the following requirements to be admitted into one of two "Minor to Master's" tracks:

- Completion of ECE 301, ECE 302, ECE 304 and ECE 311 with minimum 3.0 grade point average
- Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,
- Submission of SAT or ACT scores
- Satisfactory completion of undergraduate 300 level minor courses and NY State liberal arts requirements,
- Two letters of recommendation, one must be from the student's ECE 304 instructor,
- An interview with program faculty and an interview in Spanish for students who will be taking the bilingual extension,

- An on-site writing sample in English, and
- Completion of the College's general education requirements (30 credits) in the Liberal Arts and Sciences in at least five NYSED general core categories with a grade of C or better in each course. NOTE: Most of these requirements are met by completing courses that fulfill the College's general education requirements; students must consult with ECCE program coordinators for approved courses in each area:

Required NYSED core liberal arts categories (all are required):

- Written Expression: two courses in English (generally ENG 111 and 121 or equivalent)
- Math: Two courses in Mathematics approved by an ECCE program coordinator
- Scientific Processes: Two courses in natural science
- Concepts of Social Science & History: Two courses in the Social Sciences

Optional NYSED liberal arts core categories (coursework in at least one optional category is required). NYSED optional core categories include: foreign language, artistic expression, humanities, communication, and information retrieval.

Track 1: ECCE Minor For Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension.

12 Credits of 400 -Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 Bilingualism for Classroom Teachers, Birth to Grade Six. (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six (3 credits)

DEC 436 Art Methods for Childhood, Grades 1-6 (3 credits)

DEC 437 Methods of Math, Grades 1-6 (3 credits)

Track 2: ECCE Minor For Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension.

12 Credits of 400-Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 Bilingualism for Classroom Teachers, Birth to Grade Six (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages, Birth to Grade 6 (3 credits)

ECE 436 The Young Child and the Arts, Birth to Grade (3 credits)

ECE 438 The Young Child and Music, Birth to Grade 2 (3 credits)

NOTE: Both tracks require that students take the NYS ASLT (Academic Skills Literacy Test) during the first semester of the 400 level sequence.

**OPTION 2. ECCE Minor for Students Not Seeking NYS Teaching Certification in through a Minor to Master's program**

Students who wish to register for the 12-credit ECCE minor and are not interested in pursuing a teacher certification program can complete the following:

ECE 300: Education in Historical, Political, and Sociocultural Contexts—Birth to Grade 6 (3 credits)\*

ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);

ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits); and

ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

\*NOTE: If a student has completed ECE 304, the student does not need to complete ECE 300 to satisfy the Option 2 Minor.

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

The change in liberal arts requirements for the Minor to Masters programs were made to bring the existing Lehman requirements into alignment with changes in NYS liberal arts requirements for teaching certification.

The removal of the requirement of a writing sample in Spanish for bilingual extension candidates was deleted from the undergraduate curriculum because students do not make the decision to apply for a bilingual extension until they are in the graduate part of the program.

Change in course titles for ECE 435 and EDE 427 were to align course titles in this overview of ECCE minors with individual course titles/descriptions.

**4. Date of Department Approval:** March 2, 2016

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in Context: Child Study and Development—Birth to Grade 6.
Description	Study of theories of development and learning from birth through childhood and their application to early childhood, childhood, bilingual, and inclusive settings. Emphasis on child observation and study in multicultural, multilingual settings, and language acquisition in first and second languages. <del>Requires a minimum of 15 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

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

**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in Context: Child Study and Development—Birth to Grade 6.
Description	Study of theories of development and learning from birth through childhood and their application to early childhood, childhood, bilingual, and inclusive settings. Emphasis on child observation and study in multicultural, multilingual settings, and language acquisition in first and second languages. <u>Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

<p>General Education Component</p>	<p><input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Science                 </p> <p>Flexible</p> <p> <input type="checkbox"/> World Cultures  <input type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression  <input type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World                 </p>
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**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The fieldwork hours have been reduced to 10 to compensate for fieldwork hours that are being added to two courses in the Minor to Masters sequences: ECE 427 & 435.

**5. Date of departmental approval: March 2, 2016**

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6.
Description	Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. <del>Note: Requires a minimum of 15 hours of field work in community and educational settings with diverse populations and contrasting social and economic environments.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures



**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6.
Description	Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. <u>Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The fieldwork hours have been reduced to 10 to compensate for fieldwork hours that are being added to two courses in the Minor to Masters sequences: ECE 427 & 435.

**5. Date of departmental approval:** March 2, 2016

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of early childhood and childhood teachers in urban settings. Study of teachers' responsibilities in meeting the needs of specific populations of children including children with special needs, English language learners, and gifted learners. Exploration of how teachers design learning environments and programs that support healthy development, self management, and cooperation. Approaches used to evaluate teacher effectiveness. <del>NOTE: Requires a minimum of 15 hours of field work in educational settings with diverse populations and contrasting social and economic environments.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of early childhood and childhood teachers in urban settings. Study of teachers' responsibilities in meeting the needs of specific populations of children including children with special needs, English language learners, and gifted learners. Exploration of how teachers design learning environments and programs that support healthy development, self management, and cooperation. Approaches used to evaluate teacher effectiveness. <u>Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The fieldwork hours have been reduced to 10 to compensate for fieldwork hours that are being added to two courses in the Minor to Masters sequences: ECE 427 & 435.

**5. Date of departmental approval: March 2, 2016**

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of change:** Change in course description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 304
Course Title	Foundations of Early Language and Literacy Development, Birth to Grade Two
Description	Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. <del>Requires a minimum of 15 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.</del>
Pre/ Co Requisites	Prerequisite: ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ECE 304 (3 hours, 3 credits)
Course Title	Foundations of Early Language and Literacy Development, Birth to Grade Two
Description	Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. <u>Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments. Permission required.</u>
Pre/ Co Requisites	Prerequisite: ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

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

Permission is required so that interested students understand when seeking to register for this course that it is specifically designed as the gate to a Minor to Masters certification program.

**5. Date of Departmental Approval: March 2, 2016**



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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 435
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six.
Description	Sociolinguistic and psycholinguistic foundations and theories of first and second language acquisition in bilingual early childhood and childhood educational contexts. Includes the study of assessments of oral language and literacy proficiency of bilingual children in educational contexts.
Pre/ Co Requisites	PREREQ: <u>Admission to an Early Childhood or Childhood Minor to Master's track.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 435
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six.
Description	Sociolinguistic and psycholinguistic foundations and theories of first and second language acquisition in bilingual early childhood and childhood educational contexts. Includes the study of assessments of oral language and literacy proficiency of bilingual children in educational contexts, <u>as well as 10 hours of fieldwork with English language learners in urban early childhood and childhood educational settings.</u>
Pre/ Co Requisites	PREREQ: <u>Admission to an Early Childhood or Childhood Minor to Master's track.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Ten hours of fieldwork has been added to this course to support a more clinically based program and ensure that candidates work with English language learners as part of their preparation.

Explanation of types of fieldwork setting was added to specify that this course is for both early childhood and childhood educators because it is a required course in both the Early Childhood Minor to Masters program and the Childhood Minor to Masters program.

**5. Date of departmental approval: March 2, 2016**

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course title, description & prerequisites
2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 427
Course Title	Methodology of Teaching English to Speakers of Other Languages
Description	This course is designed to provide an overview of second language acquisition and ESL teaching and assessment methodologies. <del>In addition, this course provides students with opportunities to work with second language learners in urban elementary school contexts.</del>
Pre/ Co Requisites	<u>PREREQ: Admission to an Early Childhood or Childhood Minor to Master's track.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 427
Course Title	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six
Description	This course is designed to provide an overview of second language acquisition and ESL teaching and assessment methodologies. <u>Includes 10 hours of fieldwork with English language learners in urban early childhood and childhood educational settings.</u>
Pre/ Co Requisites	<u>PREREQ: Admission to an Early Childhood or Childhood Minor to Master's track.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	

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

Ten hours of fieldwork has been added to this course to support a more clinically based program and ensure that candidates work with English language learners as part of their preparation.

Change in course title and explanation of types of fieldwork setting was added to course description to specify that this course is for both early childhood and childhood educators because it is a required course in both the Early Childhood Minor to Masters program and the Childhood Minor to Masters program.

Students must be admitted to a Minor to Masters track to take this course without special permission.

**5. Date of departmental approval: March 2, 2016**

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

**DEPARTMENT OF Earth, Environmental, and Geospatial Sciences**

**CURRICULUM CHANGE**

1. **Type of Change:** *Course description and co-requisite*

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physical Geography / Geology
Course Prefix & Number	GEP/GEO 228
Course Title	Weather and Climate
Description	<del>Introductory study of elements of weather and climate: temperature, precipitation and humidity, and air pressure and winds. Training in the use of weather instruments to measure these phenomena. A study of modern weather theory. Forecasting from the daily weather map. A study of the climates of the world and their influences on native vegetation, soils, and human activities. Characteristics and use of climatological classifications.</del>
Pre/ Co Requisites	<del>GEP/GEO 229</del>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physical Geography / Geology
Course Prefix & Number	GEP/GEO 228
Course Title	Weather and Climate
Description	<u>Study of atmospheric processes and phenomena including air pressure and wind, atmospheric circulation, air temperature and humidity, clouds, extreme weather events (thunderstorms, tornadoes, hurricanes), climate change, weather forecast and others.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World



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

The course description was updated to reflect the current course content. The change will not have an impact on the learning outcomes of any programs at Lehman College. There were no co-requisites when the course was accepted for the General Education / Pathways program; however, the current bulletin states that the course has a co-requisite. This error is now corrected.

**5. Date of departmental approval: March 23, 2016**

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

**DEPARTMENT OF Earth, Environmental, and Geospatial Sciences**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physical Geography / Geology
Course Prefix & Number	GEP/GEO 229
Course Title	Weather and Climate Laboratory
Description	<del>World sources and distribution of petroleum and gas: origin, exploration, reserves, production, and use. Multinational petroleum corporations and the effect of governmental regulations, both international and national.</del>
Pre/ Co Requisites	GEP/GEO 228
Credits	1
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. To:**

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physical Geography / Geology
Course Prefix & Number	GEP/GEO 229
Course Title	Weather and Climate Laboratory
Description	<u>Weather and climate related measurements, calculations, exercises, and development of skills based on the knowledge acquired in GEP/GEO 228.</u>
Pre/ Co Requisites	GEP/GEO 228
Credits	1
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The old course description must have been carried over from another course that is no longer taught at Lehman College. It did not pertain to the topic of the course whatsoever.

5. **Date of departmental approval: March 23, 2016**

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

Name of Program and Degree Award:

Hegis Number: 0601.00

Program Code: 28180

Effective Term: Spring 2017

1. **Type of Change:** *Numeric Code, Change in Degree Requirements*

2. **From:**

**42-43 Credit Major in Film & TV Studies, B.A.**

The Film & TV Studies major consists of 42-43 credits in one of two concentrations: Film or TV. Students must complete all core requirements before taking area of concentration courses. The total number of credits (42 or 43) depends on whether students participate in the Film & TV Studies Honors Program.

Note: Students must complete FTS 4910 and its COREQ FTS 4920 in order to be eligible for Departmental Honors upon graduation.

Note: All 300 and 400-level Film and TV Studies courses have either a specific course prerequisite, or require completion of 60 credits and department permission.

**REQUIRED CORE (21 credits)**

Students must complete the following courses before proceeding to the concentration:

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	JRN 211	Introduction to Multilingual Media
3	FTS 212	Introduction to Film and Television
3	MCS 214	Introduction to Media and Digital Culture
<del>3</del>	<del>FTS 213</del>	<del>History of Cinema</del>
3	FTS 215	Camera and Lighting
3	FTS 224	Editing
3	FTS 226	Audio Production

**REQUIRED CONCENTRATION (21-22 credits)**

Each student must complete a concentration either in Film or in TV.

**Concentration in Film (21-22 credits).**

## Required courses (15 credits):

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	FTS 2580	Film Analysis
3	FTS 218	Animation and Anime Narratives
3	FTS 309	Screenwriting
3	FTS 316	Film and Video Production
3	FTS 420	Cinema Aesthetics and Criticism

3 credits *Elective.* To be chosen after consultation with advisor.

3-4 credits *Capstone*

**Either:**

3 FTS 4810 Independent Project in Film & TV Studies

**Or:**

3 FTS 4910 Honors Tutorial in Film & TV Studies

1 FTS 4920 Honors Colloquium in Film & TV Studies

To enroll in the honors capstone courses, FTS 4910 and FTS 4920, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. FTS 4910 and FTS 4920 must be taken together.

Note: Only students who complete FTS 4910 and its COREQ FTS 4920 will be eligible for Departmental Honors upon graduation.

**Concentration in TV (21-22 credits).**

## Required courses (15 credits):

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	FTS 2580	Film Analysis
3	FTS 316	Film and Video Production
3	FTS 317	Writing for Broadcast TV and Radio
3	FTS 3710	TV and Cultivation Theory
3	FTS 352	Television Production

3 credits: *Elective.* To be chosen after consultation with advisor.

3-4 Credits. *Capstone*

**Either:**

3 FTS 4810 Independent Project in Film & TV Studies

**Or:**

3 FTS 4910 Honors Tutorial in Film & TV Studies

1 FTS 4920 Honors Colloquium in Film & TV Studies

Note: To enroll in the honors capstone courses, FTS 4910 and FTS 4920, students must have earned at least 90, have a 3.5 GPA in the major, and have department permission. FTS 4910 and FTS 4920 must be taken together.

Note: Only students who complete FTS 4910 and its COREQ FTS 4920 will be eligible for Departmental Honors upon graduation.

**3. To:****42-43 Credit Major in Film & TV Studies, B.A.**

The Film & TV Studies major consists of 42-43 credits in one of two concentrations: Film or TV. Students must complete all core requirements before taking area of concentration courses. The total number of credits (42 or 43) depends on whether students participate in the Film & TV Studies Honors Program.

Note: Students must complete FTS 491 and its COREQ FTS 492 in order to be eligible for Departmental Honors upon graduation.

Note: All 300 and 400-level Film and TV Studies courses have either a specific course prerequisite, or require completion of 60 credits and department permission.

**REQUIRED CORE (21 credits)**

Students must complete the following courses before proceeding to the concentration:

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	JRN 211	Introduction to Multilingual Media
3	FTS 212	Introduction to Film and Television
3	MCS 214	Introduction to Media and Digital Culture

Either:

3	FTS 209	<u>History of Cinema I</u>
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OR:

3	FTS 210	<u>History of Cinema II</u>
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3	FTS 215	Camera and Lighting
3	FTS 224	Editing
3	FTS 226	Audio Production

**REQUIRED CONCENTRATION (21-22 credits)**

Each student must complete a concentration either in Film or in TV.

**Concentration in Film (21-22 credits).**

Required courses (15 credits):

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	<u>FTS 258</u>	<u>Film &amp; TV Analysis</u>
3	FTS 218	Animation and Anime Narratives
3	FTS 309	Screenwriting
3	FTS 316	Film and Video Production
3	FTS 420	Cinema Aesthetics and Criticism

3 credits     *Elective.* To be chosen after consultation with advisor.

3-4 credits *Capstone*

**Either:**

3 FTS 481 Independent Project in Film & TV Studies

**Or:**

3 FTS 491 Honors Tutorial in Film & TV Studies

1 FTS 492 Honors Colloquium in Film & TV Studies

To enroll in the honors capstone courses, FTS 491 and FTS 492, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. FTS 491 and FTS 492 must be taken together.

Note: Only students who complete FTS 491 and its COREQ FTS 492 will be eligible for Departmental Honors upon graduation.

**Concentration in TV (21-22 credits).**

Required courses (15 credits):

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	<u>FTS 258</u>	Film & TV Analysis
3	<u>FTS 316</u>	Film and Video Production
3	<u>FTS 317</u>	Writing for Broadcast TV and Radio
3	<u>FTS 371</u>	TV and Cultivation Theory
3	<u>FTS 352</u>	Television Production

3 credits: *Elective*. To be chosen after consultation with advisor.

3-4 Credits. *Capstone*

**Either:**

3 FTS 481 Independent Project in Film & TV Studies

**Or:**

3 FTS 491 Honors Tutorial in Film & TV Studies

1 FTS 492 Honors Colloquium in Film & TV Studies

Note: To enroll in the honors capstone courses, FTS 491 and FTS 492, students must have earned at least 90, have a 3.5 GPA in the major, and have department permission. FTS 491 and FTS 492 must be taken together.

Note: Only students who complete FTS 491 and its COREQ FTS 492 will be eligible for Departmental Honors upon graduation.

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

- (a) Number changes reflect change in course numbering from 4-digit to 3-digit numbers.
- (b) After examining students' and faculty concerns, the department decided to change FTS 213 History of Cinema from the previous 2012-2014 curriculum, and go back to having two courses FTS209 History of Cinema I and FTS210



History of Cinema II. The combining of two courses, History of Cinema I and History of Cinema II, created confusion among students and faculty with the compressing of materials into one course. The department decided exploration of materials in film history is better served by two courses, hence FTS209 and FTS210. Also, FTS209 or FTS210 remain as a requirement in the FTS major.

5. **Date of departmental approval: December 16, 2015**

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

Name of Program and Degree Award:

Hegis Number: 0699.00

Program Code: 20471

Effective Term: Spring 2017

1. **Type of Change:** *Numeric Code*

2. **From:**

**42-43 Credit Major in Journalism, B.A.**

The Journalism major consists of 42-43 credits in one of two concentrations: Journalism or Multilingual Media. Students must complete all core requirements before taking area of concentration courses. Students in Multilingual Media must select a language other than English (LOTE) and must achieve the level of proficiency required by the LOTE courses chosen. Students choose two courses of three in translation, advanced writing, phonetics and diction in the chosen LOTE. The total number of credits (42 or 43) depends on whether students participate in the Journalism Honors Program.

Note: Students must complete JRN 4910 and its COREQ JRN 4920 to be eligible for Departmental Honors upon graduation.

Note: All 300 and 400-level Journalism courses have either a specific course prerequisite, or require completion of 60 credits and department permission.

**REQUIRED CORE (24 credits)**

Students must complete the following courses before proceeding to the concentration:

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	JRN 211	Introduction to Multilingual Media
3	FTS 212	Introduction to Film and Television
3	MCS 214	Introduction to Media and Digital Culture
3	JRN 221	Reporting I
3	JRN 222	New Media
3	JRN 2230	Journalism Ethics
3	JRN 307	Multimedia Editing and Proofreading
3	JRN 321	Reporting II

**REQUIRED CONCENTRATION (18-19 credits)**

Each student is must complete a concentration either in Journalism or in Multilingual Media.

**Concentration in Journalism (18-19 credits).**

*Required courses (15 credits):*

3	JRN 3200	Interviewing
3	JRN 323	Feature Writing

*Choose two of the following three courses:*

3	JRN 300	Advanced Writing Workshop
3	JRN 302	Covering Race, Gender, and Ethnicity
3	JRN 322	Online News Page Design and Editing

3 credits *Elective.* To be chosen after consultation with advisor.

3-4 Credits. *Capstone*

**Either:**

3 JRN 4810 Independent Project in Journalism

**Or:**

3 JRN 4910 Honors Tutorial in Journalism

1 JRN 4920 Honors Colloquium in Journalism

To enroll in the honors capstone courses, JRN 4910 and JRN 4920, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. JRN 4910 and JRN 4920 must be taken together. Note: Only students who complete JRN 4910 and its COREQ JRN 4920 will be eligible for Departmental Honors upon graduation.

**Concentration in Multilingual Media (18-19 credits).**

*Required courses (15 credits):*

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	JRN 3200	Interviewing
3	JRN 323	Feature Writing

6 Credits. Foreign language (LOTE). Students must select a target language other than English and complete two of the following types of courses on translation, advanced writing, and phonetics in that language. For example, the student completes two courses from one target language group:

French:

FRE 307: Advanced Translation.

FRE 306: Advanced Composition.

FRE 308: Theory and Practice of French Phonetics.

Italian:

ITA 307: Advanced Translation.  
 ITA 303: Advanced Grammar and Composition.  
 ITA 308: Theory and Practice of Italian Phonetics.

Spanish:  
 SPA 307: Translation.  
 SPA 306: Advanced Spanish Composition.  
 SPA 308: Spanish Phonetics and Diction.

Students may complete courses in another target language as approved by the Department.

*3 credits*      *Elective.* To be chosen after consultation with advisor.

*3-4 Credits. Capstone*

**Either:**

3	JRN 4810	Independent Project in Journalism
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**Or:**

3	JRN 4910	Honors Tutorial in Journalism and
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1	JRN 4920	Honors Colloquium in Journalism.
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Note: To enroll in the honors capstone courses, JRN 4910 and JRN 4920, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. JRN 4910 and JRN 4920 must be taken together. Note: Only students who complete JRN 4910 and its COREQ JRN 4920 will be eligible for Departmental Honors upon graduation.

**3. To:**

### **42-43 Credit Major in Journalism, B.A.**

The Journalism major consists of 42-43 credits in one of two concentrations: Journalism or Multilingual Media. Students must complete all core requirements before taking area of concentration courses. Students in Multilingual Media must select a language other than English (LOTE) and must achieve the level of proficiency required by the LOTE courses chosen. Students choose two courses of three in translation, advanced writing, phonetics and diction in the chosen LOTE. The total number of credits (42 or 43) depends on whether students participate in the Journalism Honors Program.

Note: Students must complete JRN 4910 and its COREQ JRN 4920 to be eligible for Departmental Honors upon graduation.

Note: All 300 and 400-level Journalism courses have either a specific course prerequisite, or require completion of 60 credits and department permission.

### **REQUIRED CORE (24 credits)**

Students must complete the following courses before proceeding to the concentration:

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	JRN 211	Introduction to Multilingual Media
3	FTS 212	Introduction to Film and Television
3	MCS 214	Introduction to Media and Digital Culture
3	JRN 221	Reporting I
3	JRN 222	New Media
3	<u>JRN 223</u>	Journalism Ethics
3	JRN 307	Multimedia Editing and Proofreading
3	JRN 321	Reporting II

**REQUIRED CONCENTRATION (18-19 credits)**

Each student is must complete a concentration either in Journalism or in Multilingual Media.

**Concentration in Journalism (18-19 credits).**

*Required courses (15 credits):*

3	<u>JRN 320</u>	Interviewing
3	JRN 323	Feature Writing

*Choose two of the following three courses:*

3	JRN 300	Advanced Writing Workshop
3	JRN 302	Covering Race, Gender, and Ethnicity
3	JRN 322	Online News Page Design and Editing

*3 credits Elective.* To be chosen after consultation with advisor.

*3-4 Credits. Capstone*

**Either:**

3	<u>JRN 481</u>	Independent Project in Journalism
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**Or:**

3	<u>JRN 491</u>	Honors Tutorial in Journalism
1	<u>JRN 492</u>	Honors Colloquium in Journalism

To enroll in the honors capstone courses, JRN 491 and JRN 492, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. JRN 491 and JRN 492 must be taken together. Note: Only students who complete JRN 491 and its COREQ JRN 492 will be eligible for Departmental Honors upon graduation.

**Concentration in Multilingual Media (18-19 credits).**

*Required courses (15 credits):*

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	<u>JRN 320</u>	Interviewing
3	JRN 323	Feature Writing

6 Credits. Foreign language (LOTE). Students must select a target language other than English and complete two of the following types of courses on translation, advanced writing, and phonetics in that language. For example, the student completes two courses from one target language group:

French:

FRE 307: Advanced Translation.

FRE 306: Advanced Composition.

FRE 308: Theory and Practice of French Phonetics.

Italian:

ITA 307: Advanced Translation.

ITA 303: Advanced Grammar and Composition.

ITA 308: Theory and Practice of Italian Phonetics.

Spanish:

SPA 307: Translation.

SPA 306: Advanced Spanish Composition.

SPA 308: Spanish Phonetics and Diction.

Students may complete courses in another target language as approved by the Department.

3 credits      *Elective.* To be chosen after consultation with advisor.

3-4 Credits. *Capstone*

**Either:**

3                    JRN 481                    Independent Project in Journalism

**Or:**

3                    JRN 491                    Honors Tutorial in Journalism and

1                    JRN 492                    Honors Colloquium in Journalism.

Note: To enroll in the honors capstone courses, JRN 491 and JRN 492, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. JRN 491 and JRN 492 must be taken together. Note: Only students who complete JRN 491 and its COREQ JRN 492 will be eligible for Departmental Honors upon graduation.

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

- (a) Number changes reflect change in course numbering from 4-digit to 3-digit numbers.

**5. Date of departmental approval: December 16, 2015**

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

Name of Program and Degree Award:

Hegis Number: 0601.00

Program Code: 36998

Effective Term: Spring 2017

1. **Type of Change:** *Numeric Code*

2. **From:**

**42-43 Credit Major in Media Communications Studies, B.A.**

**3. Description:** The Media Communications Studies major consists of 42-43 credits. Students must complete all core requirements before taking required courses. The total number of credits (42 or 43) depends on whether students participate in the Media Communications Studies Honors Program.

Note: All 300 and 400-level Media Communications Studies courses have either a specific course prerequisite, or require completion of 60 credits and department permission.

**REQUIRED CORE (21 credits)**

Students must first complete the following courses:

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	JRN 211	Introduction to Multilingual Media
3	FTS 212	Introduction to Film and Television
3	MCS 214	Introduction to Media and Digital Culture
3	MCS 2100	Global Cinema
3	MCS 220	Intro to Public Relations and Marketing
3	MCS 244	Communication in Society
3	MCS 307	Media Industries I

**SPECIALIZED REQUIREMENTS (21-22 credits)**

3	MCS 300	Corporate Communications
3	MCS 308	Media Industries II
3	MCS 334	Documentary
3	MCS 347	Advertising
3	FTS 420	Cinema Aesthetics and Criticism

3 *Elective:* To be chosen after consultation with advisor.

3-4 Credits. *Capstone*

**Either:**

3 MCS 4810 Independent Project in Media Studies

**Or:**

3 MCS 4910 Honors Tutorial in Media Studies

1 MCS 4920 Honors Colloquium in Media Studies

Note: To enroll in the honors capstone courses, MCS 4910 and 4920, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. MCS 4910 and MCS 4920 must be taken together.

Note: Only students who complete MCS 4910 and its COREQ MCS 4920 will be eligible for Departmental Honors upon graduation.

3. **To:**

### **42-43 Credit Major in Media Communications Studies, B.A.**

**3. Description:** The Media Communications Studies major consists of 42-43 credits. Students must complete all core requirements before taking required courses. The total number of credits (42 or 43) depends on whether students participate in the Media Communications Studies Honors Program.

Note: All 300 and 400-level Media Communications Studies courses have either a specific course prerequisite, or require completion of 60 credits and department permission.

### **REQUIRED CORE (21 credits)**

Students must first complete the following courses:

<i>Credits</i>	<i>Course</i>	<i>Title</i>
3	JRN 211	Introduction to Multilingual Media
3	FTS 212	Introduction to Film and Television
3	MCS 214	Introduction to Media and Digital Culture
3	<u>MCS 210</u>	Global Cinema
3	MCS 220	Intro to Public Relations and Marketing
3	MCS 244	Communication in Society
3	MCS 307	Media Industries I

### **SPECIALIZED REQUIREMENTS (21-22 credits)**

3	MCS 300	Corporate Communications
3	MCS 308	Media Industries II
3	MCS 334	Documentary
3	MCS 347	Advertising
3	FTS 420	Cinema Aesthetics and Criticism



3 *Elective:* To be chosen after consultation with advisor.

3-4 Credits. *Capstone*

**Either:**

3 MCS 481 Independent Project in Media Studies

**Or:**

3 MCS 491 Honors Tutorial in Media Studies

1 MCS 492 Honors Colloquium in Media Studies

Note: To enroll in the honors capstone courses, MCS 491 and 492, students must have earned at least 90 credits, have a 3.5 GPA in the major, and have department permission. MCS 491 and MCS 492 must be taken together.

Note: Only students who complete MCS 491 and its COREQ MCS 492 will be eligible for Departmental Honors upon graduation.

**MINOR:**

The minor in Media Communication Studies consists of 12 credits selected from the list of the required courses for the Media Communication Studies (MCS) major. Media Communication Studies Minor is distributed as follows:

3-4 Credits

3 MCS 214,  
3 one MCS 200-level course  
3 one MCS 300-level course  
3 one MCS 400 level course

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

- (a) Number changes reflect change in course numbering form 4-digit to 3-digit numbers.

**5. Date of departmental approval: December 16, 2015**

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

Name of Program and Degree Award:

Hegis Number: 0601.00

Program Code: 28180

Effective Term: Spring 2017

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

2. **To:**

**MINOR:**

The minor in Film & TV Studies Minor consists of 12 credits selected from the list of the required courses for Film & TV Studies (FTS) major. Film & TV Studies Minor is distributed as follows:

12 Credits

3 FTS209 or FTS210,

3 one FTS 200-level course

3 one FTS 300-level course

3 one FTS 400 level course

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

- (a) The addition of a Film & TV Studies minor addresses a need and demand from students from other majors who have expressed an interest in expanding their academic studies to become more marketable in pursuing their professional careers or academic studies.

4. **Date of departmental approval: December 16, 2015**

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

Name of Program and Degree Award:

Hegis Number: 0601.00

Program Code: 28180

Effective Term: Spring 2017

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

2. **To:**

**MINOR:**

The minor in Journalism consists of 12 credits selected from the list of the required courses for the Journalism (JRN) major. Journalism Minor is distributed as follows:

12 Credits

3 JRN 211,

3 one JRN 200-level course

3 one JRN 300-level course

3 one JRN 400 level course

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

- (a) The addition of a Journalism minor addresses a need and demand from students from other majors who have express an interest in expanding their academic studies to become more marketable in pursuing their professional careers or academic studies.

4. **Date of departmental approval:** December 16, 2015

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

Name of Program and Degree Award:

Hegis Number: 0601.00

Program Code: 28180

Effective Term: Spring 2017

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

2. **To:**

**MINOR:**

The minor in Media Communication Studies consists of 12 credits selected from the list of the required courses for the Media Communication Studies (MCS) major. Media Communication Studies Minor is distributed as follows:

12 Credits

<u>3</u>	<u>MCS 214,</u>
<u>3</u>	<u>one MCS 200-level course</u>
<u>3</u>	<u>one MCS 300-level course</u>
<u>3</u>	<u>one MCS 400 level course</u>

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

- (a) The addition of a Media Communication Studies minor addresses a need and demand from students from other majors who have express an interest in expanding their academic studies to become more marketable in pursuing their professional careers or academic studies.

4. **Date of departmental approval: December 16, 2015**

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

**LEHMAN SCHOLARS PROGRAM**

**CURRICULUM CHANGE**

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

2.

Department(s)	LSP
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Lehman Scholars Program (Interdisciplinary Seminar)
Course Prefix & Number	LSP 359
Course Title	The Scientific Revolution: From Copernicus to Newton and the Enlightenment
Description	Survey of the rise of modern science from Copernicus to Newton, the period of intellectual ferment in the 16th and 17th centuries generally referred to as the Scientific Revolution.
Pre/ Co Requisites	Enrollment in Lehman Scholars Program or Macaulay Honors College, or by special permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World

3. **Rationale:** The primary objective of this course is to acquaint students with the events and people—some famous, some not so well known—who have contributed to the Scientific Revolution, roughly covering the period 1450–1700. During this period, the understanding of nature and the universe underwent a series of dramatic changes that had social as well as intellectual consequences across virtually all of modern Europe.

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

Analyze the original scientific classics, along with diaries and letters where they survive, in order to evaluate as much as possible from primary sources the most important factors that motivated and inspired the creators of modern science.

Gain a basic understanding of the major issues, historiographic approaches to, and most current thinking about the causes, results, and long-term consequences of the development of scientific thinking throughout history.

Develop a variety of teaching and research skills, including seminar presentations, the writing of short reviews, critical evaluations of crucial problems in the history of science, and longer, analytical essays on assigned topics that incorporate evidence to sustain the student's argument.

Arrive at a deeper understanding of the ways in which scientific developments have increased the human ability to analyze scientific and technological problems, and identify possible solutions.

Assess the evolving use of empirical evidence, including its reliability and validity, in the history of science.

Examine the major issues, historiographic approaches to, and most current thinking about the causes, results, and long-term consequences of the Scientific Revolution, and will assess the impact of the Scientific Revolution on contemporary issues such as ethical responsibility and personal privacy.

5. **Date of Departmental Approval:** March 1, 2016

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

**LEHMAN SCHOLARS PROGRAM**

**CURRICULUM CHANGE**

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

2.

Department(s)	LSP
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Lehman Scholars Program (Interdisciplinary Seminar)
Course Prefix & Number	LSP 358
Course Title	Honors Seminar in Mathematical Reasoning: Understanding Mathematics
Description	In-depth understanding of mathematics. Topics to include the axiomatic method, ancient history of mathematics, and the philosophical foundations of mathematics.
Pre/ Co Requisites	MAT 104 or equivalent, or instructor's permission. Enrollment in Lehman Scholars Program or Macaulay Honors College, or by instructor's permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	_____ Individual and Society _____ Scientific World
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3. **Rationale:** While the practical value of solving mathematical problems by hand arguably may be limited in of itself for non-STEM majors, understanding the principles and logic of mathematics is a vital career and life skill, regardless of occupational trajectory. This course hones students' grasp of mathematical knowledge and language, and develops problem-solving skills that can be utilized in various contexts.

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

Interpret and draw appropriate inferences from quantitative representations in problem sets and in assigned course readings.

Tackle mathematical problems using a multifaceted approach that includes algebraic, numerical, graphical, or statistical methods.

Become familiar with the language of mathematics, so that they are able to translate freely into and out of this language.

Describe solutions to mathematical problems in written assignments and in class presentations.

Understand interactions between mathematics and biology, physics, literature, and the social sciences.

5. **Date of Departmental Approval:** March 1, 2016



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

**LEHMAN SCHOLARS PROGRAM**

**CURRICULUM CHANGE**

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

2.

Department(s)	LSP
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Lehman Scholars Program (Interdisciplinary Seminar)
Course Prefix & Number	LSP 357
Course Title	Honors Seminar in Mathematical Reasoning: The Shape of Space
Description	Use of evidence in mathematical reasoning, and the history and philosophical foundations of mathematics. Emphasis will be on the mathematics of two-dimensional space.
Pre/ Co Requisites	MAT 104 or equivalent, or instructor's permission. Enrollment in Lehman Scholars Program or Macaulay Honors College, or by instructor's permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. Rationale:**

By exploring the mathematics of two-dimensional space, students will gain insights into studying spaces of higher dimensions. We will introduce and discuss a number of mathematical topics in the process, including: graph theory, classification of surfaces, platonic solids, hyperbolic geometry, tessellations, the Tower of Hanoi, 4–dimensional geometry, and many others.

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

Digest a variety of quantitative representations of information, and develop a facility for working with such representations, including formulae, graphs, and tables.

Utilize methods enabling them to launch a multifaceted attack on new mathematical problems they encounter, via algebraic, numerical, graphical, or statistical methods.

Understand the language of mathematics, so that they are able to translate freely into and out of this language.

Communicate their mathematical ideas effectively to others.

**5. Date of Departmental Approval: March 1, 2016**

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics, BA

Hegis Number: 1701.00

Program Code: 34030

Effective Term: Fall, 2016

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

2. **From:**

**43-47-Credit Major in Mathematics, B.A.**

There are twelve required courses:

**Credits**

12 MAT 175, MAT 176, and MAT 226

8 MAT 313 and MAT 314

4 MAT 320

3 CMP 167

4 MAT 330 or MAT 323

12-16 Four additional courses chosen from among 200-level or higher MAT courses, not counting \*MAT 231, 300, 301, and 348. CMP 267 and CMP 332 may be chosen.

3. **To:**

**43-47-Credit Major in Mathematics, B.A.**

There are twelve required courses:

**Credits**

- 12 MAT 175, MAT 176, and MAT 226
- 8 MAT 313 and MAT 314
- 4 MAT 320
- 3 CMP 167
- 4 MAT 330 or MAT 323 or MAT 424
- 12-16 Four additional courses chosen from among 200-level or higher MAT courses, not counting \*MAT 231, 300, 301, and 348. CMP 267 and CMP 332 may be chosen.

Note. Mathematics majors pursuing NYS teaching certification should consult with their education program adviser before choosing the required elective courses.

**4. Rationale:**

MAT 424: Partial Differential Equations is a course in applied mathematics like MAT 330 and MAT 323. Adding this course to the group gives students more options to complete their applied mathematics course.

A comparable note was inadvertently omitted from the previous Math BA Degree requirements. Students should be aware of the ever changing NYS teaching requirements to ensure that their electives can be used towards their teaching license.

**5. Date of departmental approval: November 24, 2015**

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

**Department of Middle and High School Education**

**Curriculum Change**

**Hegis #:** Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

**Program Code:** Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

**Effective Term:** Spring 2017

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

2. **From:**

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science and Social Studies)\*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification<sup>1</sup>.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

**MHSE Minor (12-13 credits)**

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

ESC 463 (3 credits) Special Needs Education or a teaching methods course ESC 410-462 (4 credits) for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup>

Students who wish to earn New York State 7-12 certification<sup>1</sup> must additionally qualify for, and then complete the Certification Sequence.

## **The Certification Sequence (13-16 credits)**

### Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

### Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Literacy Skills Test (ALST).

The Certification Sequence comprises four additional ESC courses<sup>1</sup>, two in teaching methods and two in the Student Teaching Experience.

### Teaching Methods and/or Special Needs Students

A teaching methods course ESC 410-462 (4 credits) for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup> and ESC 463 (3 credits) Special Needs Education. ESC 410-462 (4 credits) teaching methods for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup>

### Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

ESC 470 (3 credits) Student Teaching in the Middle and High School

ESC 471 (3 credits) Student Teaching Seminar

### Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).
5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social

science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.

<sup>1</sup>Art candidates earn K-12 certification, and therefore complete ~~ECE 350~~ (3 credits), ESC 414 (4 credits), and one additional ESC course in consultation with the education adviser.

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\*The Health program has been discontinued and will not accept future applicants.

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Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science and Social Studies)\*

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Students who wish to earn New York State 7-12 certification<sup>1</sup> must additionally qualify for, and then complete the Certification Sequence.

#### **The Certification Sequence (13-16 credits)**

##### Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

4. Enter the Certification Sequence with a minimum overall GPA of 3.0;
5. Complete half of the major courses; and

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### Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Literacy Skills Test (ALST).

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\*The Health program has been discontinued and will not accept future applicants.

4. **Rationale:**

The Early Childhood and Childhood Education Department created a new methods course, which replaced ECE 350 in the Middle and High School Education K-12 Art Certification Program.

5. **Date of departmental approval:** March 17, 2016

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

**Department of Middle and High School Education**

**Curriculum Change**

**Hegis #:** Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

**Program Code:** Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

**Effective Term:** Fall 2016

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

2. **From:**

Certification Sequence

*Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science, and Social Studies)\**

The Certification Sequence (13-16 credits)

**Entrance**

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

**Continuation**

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Literacy Skills Test (ALST).

The Certification Sequence comprises four additional ESC courses (13 credits)<sup>1</sup>: two (7 credits) in teaching methods and two (6 credits) in the Student Teaching Experience.

**Teaching Methods and/or Special Needs Students**

A teaching methods course ESC 410-462 (4 credits) for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup> and/or ESC 463 (3 credits) Special Needs Education.

**Student Teaching Experience and Seminar**

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

ESC 470 (3 credits) Student Teaching in the Middle and High School

ESC 471 (3 credits) Student Teaching Seminar

### Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
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\*The Health program has been discontinued and will not accept future applicants.

### 3. To:

Certification Sequence

*Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science, and Social Studies)\**

#### **The Certification Sequence (13-16 credits)**

##### Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

4. Enter the Certification Sequence with a minimum overall GPA of 3.0;
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**4. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The Early Childhood and Childhood Education Department created a new methods course, which replaced ECE 350 in the Middle and High School Education K-12 Art Certification Program.

5. **Date of departmental approval:** March 17, 2016

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**Department of Middle and High School Education**

**Curriculum Change**

**Hegis #:** Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

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**Effective Term:** Fall 2016

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

**2. From:**

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science and Social Studies)\*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification<sup>1</sup>.

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**MHSE Minor (12-13 credits)**

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Students who wish to earn New York State 7-12 certification<sup>1</sup> must additionally qualify for, and then complete the Certification Sequence.

**The Certification Sequence (13-16 credits)**

**Entrance**

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

#### Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Literacy Skills Test (ALST).

The Certification Sequence comprises four additional ESC courses<sup>1</sup>, two in teaching methods and two in the Student Teaching Experience.

#### Teaching Methods and/or Special Needs Students

A teaching methods course ESC 410-462 (4 credits) for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup> and ESC 463 (3 credits) Special Needs Education. ESC 410-462 (4 credits) teaching methods for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup>

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**5. Date of departmental approval:** March 17, 2016

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**Department of Middle and High School Education**

**Curriculum Change**

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**Program Code:** Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

**Effective Term:** Fall 2016

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

**2. From:**

Middle and High School Education Minor (12-13 Credits)\*

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Middle and High School Education Minor (12-13 Credits)\*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification<sup>1</sup>.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

#### **MHSE Minor (12-13 credits)**

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

ESC 463 (3 credits) Special Needs Education or a teaching methods course ESC 410-462 (4 credits) for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup>

Students who wish to earn New York State 7-12 certification<sup>1</sup> must additionally qualify for, and then complete the Certification Sequence.

<sup>1</sup>Art candidates earn K-12 certification, and therefore complete DEC 436 (3 credits), ESC 414 (4 credits), and one additional ESC course in consultation with the education adviser.

<sup>2</sup>English candidates complete ESC 410 and ESC 422.

<sup>3</sup>Foreign language candidates complete ESC 424 and ESC 462.

<sup>4</sup>Math candidates complete ESC 432 and ESC 4480.

<sup>5</sup>Science candidates complete ESC 419 and ESC 467.

<sup>6</sup>Social studies candidates complete ESC 433 and ESC 434.

\*The Health Education program has been discontinued and will not accept future applicants.

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

The Early Childhood and Childhood Education Department created a new methods course, which replaced ECE 350 in the Middle and High School Education K-12 Art Certification Program.

### **5. Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 467
Course Title	Community Resources for Science Teaching and Learning
Description	Demonstration of academic and practical connections between learning and teaching. Application to learning opportunities that are not bound by places such as home, school, parks and museums. Note: Students will complete assignments at informal science institutions and learning spaces outside of the classroom.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<u>  X  </u> Not Applicable

Education Component	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

### 3. **Rationale:**

This course gives undergraduates an opportunity to learn about and interact with informal spaces to enrich the science experiences of aspiring teachers and science students. The Next Generation of Science Standards emphasizes the importance of drawing connections between the content taught in classrooms to resources that are available within the community. Relating students' daily lives, their local physical learning environments and other spaces that they frequent, directly to the experience of learning science are vital components for understanding the content within a variety of contexts.

This course has successfully run as an experimental course twice within the last year.

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

- a) learn about the educational and social roles that informal science institutions and spaces play in the lives of teachers, students and society
- b) understand how our concepts of pedagogical content knowledge evolve and deepen the observation of and participation in informal science domains
- c) understand how designed environments, like museums, collections, educators' guides, digital resources and the media enhance experiences and understanding of science content.

### 5. **Date of Departmental Approval:** March 3, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 301
Course Title	Psychological Foundations of Middle and High School.
Description	<i>45 hours of supervised fieldwork.</i> Development from childhood through adolescence (cognitive, emotional, social, and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 301
Course Title	Psychological Foundations of Middle and High School.
Description	<u>20 hours of supervised fieldwork.</u> Development from childhood through adolescence (cognitive, emotional, social, and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We are redistributing the field hours component across the certification program for consistency.

5. **Date of departmental approval:** March 17, 2016



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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Number of credits

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 410
Course Title	Teaching Writing in Secondary School.
Description	<i>4 hours (2, lecture; 2, fieldwork), 3 credits.</i> An examination of writing theory and practice for the purpose of developing effective performance in the teaching of composition. Practice in teaching and evaluating writing and in measuring progress. Field experience and instruction in individual writing instruction.
Pre/ Co Requisites	PREREQ: ESC 301. <i>Note: For students preparing to teach English, completion of an advanced course in writing is strongly recommended.</i>
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 410
Course Title	Teaching Writing in Secondary School.
Description	An examination of writing theory and practice for the purpose of developing effective performance in the teaching of composition. Practice in teaching and evaluating writing and in measuring progress. Field experience and instruction in individual writing instruction.
Pre/ Co Requisites	PREREQ: ESC 301. <i>Note: For students preparing to teach English, completion of an advanced course in writing is strongly recommended.</i>
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adjustments are needed for the lecture and lab components of each method course to realign the learning goals to meet new certification requirements.

**5. Date of departmental approval: March 17, 2016**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 4480
Course Title	Teaching Problem Solving in Mathematics in Middle and High School.
Description	<i>3 hours, lecture; 20 hours, fieldwork in middle or high school, 3 credits.</i> Introduction and application of heuristic techniques to facilitate mathematical problem solving in Grades 7-12; use of technology as a problem solving tool; assessment. Problems will be analyzed on both teacher and pupil levels.
Pre/ Co Requisites	PREREQ: Calculus I and II.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [ X ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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**3. To: Underline the changes**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 4480
Course Title	Teaching Problem Solving in Mathematics in Middle and High School.
Description	<i>3 hours, lecture; <u>25</u> hours, fieldwork in middle or high school, 3 credits.</i> Introduction and application of heuristic techniques to facilitate mathematical problem solving in Grades 7-12; use of technology as a problem solving tool; assessment. Problems will be analyzed on both teacher and pupil levels.
Pre/ Co Requisites	PREREQ: Calculus I and II.
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We are redistributing the field hours component across the certification program for consistency.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 462
Course Title	Teaching Language Arts in Languages Other than English.
Description	<i>3 hours, lecture; 2 hours, lab; 4 credits; 30 hours fieldwork required.</i> Methods, materials, and assessment for developing literacy through language arts in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of special populations; assessment. Fieldwork under supervision.
Pre/ Co Requisites	PREREQ: A combined index of 3.0 or better in ESC 301, 302, and 409; completion of at least 50 percent of the credits in a foreign language major, <del>with a minimum 2.7 GPA</del> ; and submission of scores on the New York State <del>LAST</del> examination to the <del>Division</del> of Education Office. PRE- or COREQ: ESC 424.
Credits	4
Hours	5
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 462
Course Title	Teaching Language Arts in Languages Other than English.
Description	<u>4</u> hours, 4 credits; <u>25</u> hours fieldwork required. Methods, materials, and assessment for developing literacy through language arts in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of special populations; assessment. Fieldwork under supervision.
Pre/ Co Requisites	PREREQ: <u>This course represents the first course of the certification sequence. A cumulative index of 3.0 or better in ESC 301, 302, and 463; enrollment in the certification sequence; completion of at least 50 percent of the credits in a foreign language major; submission of scores on the New York State ALST examination to the School of Education Office.</u> PRE- or COREQ: ESC 424.
Credits	4
Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

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

First, we are redistributing the field hours component across the certification program for consistency. Second, we are updating information about the course including the GPA requirements, removing and replacing an outdated prerequisite course with the current one; making adjustments needed for the lecture and lab components to realign the learning goals to meet new certification requirements; and updating the description with the new certification exam.

**5. Date of departmental approval: March 17, 2016**



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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Hours

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 434
Course Title	Teaching U.S. History and Government in Middle and High School.
Description	<del>5</del> hours ( <del>3, lecture; 2, lab</del> ), 4 credits. Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards. Uses of technology and reviews of relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies. Note: requires 25 hours of fieldwork.
Pre/ Co Requisites	PREREQ: Completion of at least 50 percent of the credits in the student's major, with a minimum 3.0 cumulative GPA; and submission of scores on the New York State ALST examination to the Certification Officer.
Credits	4
Hours	<del>5</del>
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 434
Course Title	Teaching U.S. History and Government in Middle and High School.
Description	<u>4</u> hours ( <del>3, lecture; 2, lab</del> ), 4 credits. Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards. Uses of technology and reviews of relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies. Note: requires 25 hours of fieldwork.
Pre/ Co Requisites	PREREQ: Completion of at least 50 percent of the credits in the student's major, with a minimum 3.0 cumulative GPA; and submission of scores on the New York State ALST examination to the Certification Officer.
Credits	4
Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adjustments are needed for the lecture and lab components of each method course to realign the learning goals to meet new certification requirements.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Hours

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 433
Course Title	Teaching World History in Middle and High School.
Description	<i>3 hours, lecture; 25 hours, fieldwork in a middle or high school; 4 credits.</i> Methods of teaching world history to urban middle and high school students. Critical examination of the roles of both content and teachers in an urban classroom.
Pre/ Co Requisites	
Credits	4
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 433
Course Title	Teaching World History in Middle and High School.
Description	<u>4</u> hours, 4 credits, 25 hours fieldwork in a middle or high school; Methods of teaching world history to urban middle and high school students. Critical examination of the roles of both content and teachers in an urban classroom.
Pre/ Co Requisites	
Credits	4
Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Adjustments are needed for the lecture and lab components of each method course to realign the learning goals to meet new certification requirements.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Hours, Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 432
Course Title	Teaching Mathematics in Middle and High School.
Description	<i>3 hours, <del>lecture</del>; 2 hours, <del>lab</del>; 4 credits; 30 hours fieldwork required.</i> Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics.
Pre/ Co Requisites	PREREQ: A cumulative index of 3.0 or better in ESC 301, 302, 409, 429; completion at least 50 percent of the credits in the student's major, <del>with a minimum 2.7 cumulative GPA</del> ; submission of scores on the New York State <del>LAST</del> examination to the <del>Division of</del> Education Office.
Credits	4
Hours	5
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 432
Course Title	Teaching Mathematics in Middle and High School.
Description	<u>4</u> hours, <u>4</u> credits; <u>25</u> hours fieldwork required. Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics.
Pre/ Co Requisites	PREREQ: <u>This course represents the first course of the certification sequence.</u> A cumulative index of 3.0 or better in ESC 301, 302, <u>463</u> , 429; <u>enrollment in the certification sequence</u> ; completion at least 50 percent of the credits in the student's major; submission of scores on the New York State <u>ALST</u> examination to the <u>School</u> of Education Office.
Credits	4
Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

First, we are redistributing the field hours component across the certification program for consistency. Second, we are removing and replacing an outdated prerequisite course with the current one; and updating the description with the new certification exam. Finally, adjustments are also needed for the lecture and lab components of each method course to realign the learning goals to meet new certification requirements.

5. **Date of departmental approval:** March 17, 2016



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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education.
Description	<i>3 hours, lecture; 3 credits, 20 hours fieldwork required.</i> The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Integrated field experience.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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**3. To:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education.
Description	<i>3 hours, lecture; 3 credits, 10 hours fieldwork required.</i> The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Integrated field experience.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We are redistributing the field hours component across the certification program for consistency.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description, Pre-requisite, Hours

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 422
Course Title	Teaching English in Middle and High School.
Description	<del>3 hours, lecture; 2 hours, lab; 4 credits. 30 hours fieldwork required.</del> Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	PREREQ: A combined index of 3.0 or better in ESC 301, 302, 409, 429; at least 50 percent of the credits in the student's major, <del>with a minimum 2.7 cumulative GPA;</del> and submission of scores on the New York State LAST examination to the <del>Division</del> of Education Office.
Credits	4
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 422
Course Title	Teaching English in Middle and High School.
Description	<i>4 hours, 4 credits. 25 hours fieldwork required.</i> Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	PREREQ: <u>This course represents the first course of the certification sequence.</u> A combined index of 3.0 or better in ESC 301, 302, 463, 429; <u>enrollment in the certification sequence</u> ; completion of at least 50 percent of the credits in the student's major; and submission of scores on the New York State <u>ALST</u> examination to the <u>School</u> of Education Office.
Credits	4
Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

	<ul style="list-style-type: none"><li>_____ World Cultures</li><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

First, we are redistributing the field hours component across the certification program for consistency. Second, we are removing and replacing an outdated prerequisite course with the current one; and updating the description with the new certification exam. Finally, adjustments are also needed for the lecture and lab components of each method course to realign the learning goals to meet new certification requirements.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description, Hours, Pre-requisites

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 424
Course Title	Teaching Foreign Languages in Middle and High School.
Description	<del>3 hours, lecture; 2 hours, lab; 4 credits.</del> Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	PREREQ: A cumulative index of 3.0 or better in ESC 301, 302, and 409; completion of at least 50 percent of the credits in the student's major, <del>with a minimum 2.7 cumulative GPA;</del> submission of scores on the NYS <del>LAST</del> examination to the <del>Division</del> of Education Office.
Credits	4
Hours	<del>5</del>
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 424
Course Title	Teaching Foreign Languages in Middle and High School.
Description	<u>4 hours, 4 credits. Field hours required.</u> Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	PREREQ: <u>This course represents the first course of the certification sequence.</u> A cumulative index of 3.0 or better in ESC 301, 302, and 463; <u>enrollment in the certification sequence;</u> completion of at least 50 percent of the credits in the student's major; submission of scores on the NYS <u>ALST</u> examination to the <u>School</u> of Education Office.
Credits	4
Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression



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

First, we are redistributing the field hours component across the certification program for consistency. Second, we are removing and replacing an outdated prerequisite course with the current one; and updating the description with the new certification exam. Finally, adjustments are also needed for the lecture and lab components of each method course to realign the learning goals to meet new certification requirements.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description, Hours, Pre-requisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 419
Course Title	Teaching Science in Middle and High School.
Description	<del>3 hours, lecture; 2, lab, 4 credits. 30 hours fieldwork required.</del> Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science. Fieldwork under supervision.
Pre/ Co Requisites	PREREQ: A combined index of 3.0 or better in ESC 301,302, 409, and 429; completion of at least 50 percent of the credits in a State-accredited science major, <del>with a minimum 2.7 cumulative GPA;</del> and submission of scores on the New York State LAST examination to the <del>Division</del> of Education Office.
Credits	4
Hours	5
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 419
Course Title	Teaching Science in Middle and High School.
Description	<i>4 credits, 4 hours. 25 hours fieldwork required.</i> Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science. Fieldwork under supervision.
Pre/ Co Requisites	PREREQ: <u>This course represents the first course of the certification sequence.</u> A combined index of 3.0 or better in ESC 301,302, <u>463</u> , and 429; <u>enrollment in the certification sequence</u> ; completion of at least 50 percent of the credits in a State-accredited science major; and submission of scores on the New York State <u>ALST</u> examination to the <u>School</u> of Education Office.
Credits	4
Hours	<u>4</u>
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

First, we updated the field hours requirement to the description for consistency across the programs. Second, we are removing and replacing an outdated prerequisite course with the current one; and updating the description with the new certification exam. Finally, adjustments are also needed for the lecture and lab components of each method course to realign the learning goals to meet new certification requirements.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective.
Description	<i>3 hours, 3 credits.</i> Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included. Note: requires 45 hours of supervised fieldwork.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective.
Description	<i>3 hours, 3 credits.</i> Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included. Note: requires <u>20</u> hours of supervised fieldwork.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We are redistributing the field hours component across the certification program for consistency.

5. **Date of departmental approval:** March 17, 2016

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course hours, credits and note

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 140
Course Title	The Physics of Sound
Description	<p>Harmonic motion, waves, perception and measurement of sound, the physics of musical instruments and human voice, electrical reproduction of sound, acoustics of rooms, and environmental noise.</p> <p>Note 4: Recommended for <del>undergraduate</del> students of Speech, Language, and Hearing Sciences to fulfill the requirements for A.H.S.A. certification. It is also appropriate for students who are interested in the physics of music. <del>Note 2: This course does not fulfill Physics major/minor requirements.</del></p>
Pre/ Co Requisites	
Credits	4
Hours	5 (3 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No



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

**3. To:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 140
Course Title	The Physics of Sound
Description	<p>Harmonic motion, waves, perception and measurement of sound, the physics of musical instruments and human voice, electrical reproduction of sound, acoustics of rooms, and environmental noise.</p> <p>Note: Recommended for students of Speech, Language, and Hearing Sciences to fulfill the requirements for <u>ASHA</u> certification. It is also appropriate for students who are interested in the physics of music.</p>
Pre/ Co Requisites	

Credits	<u>3.5</u>
Hours	<u>4 (3 lecture, 1 lab)</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

#### 4. **Rationale:**

The main change is a reduction in the weekly hours allocated for lab, from 2 hours per week to 1 hour per week. Reducing the total number of experiments during the semester will accommodate this reduction. The remaining experiments will still allow a detailed experimental exploration of all major topics covered in the course. But reducing the total number of lab hours will make it easier in terms of scheduling for students who are interested in taking this course, by reducing the required lab time.

In addition the new course description correctly reflects the name of the American Speech Language Hearing Association (ASHA). It also reflects the fact that a limited number of 100-level physics courses can be used to satisfy the requirements for a physics degree.

#### 5. **Date of departmental approval:** April 6, 2016

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

**DEPARTMENT OF SOCIOLOGY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Sociology B.A.

Hegis Number: 2208.00

Program Code: 34034

Effective Term: Fall 2017

1. **Type of Change:** Honors Requirements
2. **From:** DEPARTMENTAL HONORS  
Students who wish to qualify for Departmental Honors are required to take ~~either SOC 460: Honors Seminar or SOC 481: Advanced Tutorial in Sociology.~~
3. **To:** DEPARTMENTAL HONORS  
Students who wish to qualify for Departmental Honors are required to take one 400 level sociology course and receive Departmental approval.
4. **Rationale:** The Sociology Department's proposal to change the honors requirement reflects current efforts and plans to develop additional 400 level courses that provide students with authentic research in the classroom and other experiential learning.
5. **Date of departmental approval:** February 10, 2016

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

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Speech-Language-Hearing Sciences
Course Prefix & Number	SPV 331
Course Title	Voice and Articulation of American English
Description	Practical introduction to voice and speech production, dialects, and accents, with attention to basic speech physiology and phonetics, study of American English sounds, stress, and rhythm patterns, individualized analysis of students' speaking skills. Note: Designed for intermediate and advanced nonnative speakers of English as well as native English speakers who want to improve their speaking skills or who require special competence in speaking.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World
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### 3. **Rationale:**

This course was run as an experimental course the Spring 2016 semester, and the department has received positive feedback from students and inquiries from other students regarding if this course will be held again in the Fall.

This course will provide critical learning for non-native speakers of American English who seek to improve their oral communication skills in English. Over the years the Speech & Language Clinic at Lehman College has received an increased number of requests for assistance to improve speaking skills from students throughout the college who are non-native speakers of American English. This course will provide students with an opportunity to focus on improving their speech production for personal and/or professional use. The course will be taught by a certified speech-language pathologist with expertise in accent management.

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

The Student Learning Outcomes for the course will be:

- Describe the basic speech physiology of voice and speech production.
- Identify phonetic characteristics of vowels, consonants, and prosody of American English.
- Demonstrate ability to use the International Phonetic Alphabet
- Explain dialect, accent and code-switching
- Use learned skills to continue to improve effective speech production for personal and/or professional use.

These outcomes support the learning outcomes of the department and the major of speech-language pathology/audiology.

### 5. **Date of Departmental Approval:** 3/24/16

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biotechnology
Course Prefix & Number	BIO 421
Course Title	Current Topics in Medical Biotechnology
Description	In a seminar class format, students will explore a variety of biotechnological tools and challenges within medicine including immune response reactions, drug/vaccine discovery and development, gene therapy, and stem cell technology. Additional topics covered include toxicology, immune defense-related biopharmaceuticals, and nucleotides and peptides as biopharmaceuticals. The field of Biotechnology provides excellent employment opportunities in both academia and industry. Medical biotechnology and biomedicine are expected to be among the fastest growing sectors for employment in the medical research field.
Pre/ Co Requisites	Prerequisites: BIO 166,167, at least one BIO 200-300 level course, and BIO 420
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

**3. Rationale:** Medical biotechnology involves the use of laboratory techniques to study and manipulate nucleic acids and proteins, and these tools can be applied to develop and improve drugs, vaccines, diagnostic tests, and therapies aimed at improving human and animal health. The field of Biotechnology provides excellent employment opportunities in both academia and industry. Medical biotechnology and biomedicine are expected to be among the fastest growing sectors for employment in the medical research field.

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

- Have gained a theoretical knowledge of medical biotechnology, as well as an understanding of the practical clinical applications of this field in improving human health
- Analyze a research problem, formulate a hypothesis, and describe protocols for experiments designed to test the hypothesis
- Have an understanding of the concepts of recombinant DNA technology or genetic engineering
- Describe current or future experimental approaches aimed at facilitating the production of biopharmaceuticals in microbial and mammalian cell systems
- Use appropriate medical biotechnological terms during written and oral communication
- Organize ideas for written and oral communication
- Extract and assimilate key concepts in medical biotechnology from a literary source

**5. Date of Departmental Approval: 3/30/2016**

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

**DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

**2.**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 307
Course Title	Restorative Practices and Restorative Justice in Middle and High School Education
Description	Examination and implementation of theories and practices relating to restorative practices and restorative justice. Application of research findings to effective behavior in educational and community settings.
Pre/ Co Requisites	Upper sophomore
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



**3. Rationale:** In k-12 schools, social work, justice and criminal systems a new and concerted effort is being made to replace a punishment model of discipline with restorative practices that focus on building and sustaining healthy communities and constructive accountability for harm and injury. K-12 school unfortunately continue to play a significant role in sustaining the prison-to-pipeline for children and youth. This course will prepare both current and future educators (administrators, teachers, school counselors, parent coordinators, safety officers and school staff) to implement restorative practices.

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

1. Develop an understanding of the core principles of restorative practices and restorative justice and how they differ from traditional or punitive approaches
2. Develop an understanding of the principles and practices of “building community” as it applies to restorative circles
3. Know how to sequence activities to build trust among students so they become more willing to communicate authentically
4. Know how to sequence activities to build trust among students so they become more willing to take the necessary risks to extend and challenge their learning
5. Know how to introduce and lead different types of restorative circles
6. Know how to plan a sequenced restorative circle with essential components for stated purposes
7. Know how to transition into and out of circle time and can switch roles between circle keeper and teacher effectively
8. Know how to use restorative practices in many situations where punitive discipline approaches might have been used in the past
9. Know how to apply restorative questions
10. Develop an understanding of effective communication and experience how it supports classroom discipline and community building

**5. Date of Departmental Approval: 3/17/2016**

Resolution for Lehman College Senate Meeting, May 4, 2016 -- New Business

Whereas the Lehman College Senate has long advocated for academic freedom;  
and

Whereas freedom of expression on college campuses has become a contested  
national issue; and

Whereas the [Report of the University of Chicago's Committee on Freedom of  
Expression](#) (January 2015) represents a balanced approach to this issue;

Therefore, be it resolved that the Lehman College Senate subscribes to the  
principles set forth in the University of Chicago statement

## Report of the Committee on Freedom of Expression

*The Committee on Freedom of Expression at the University of Chicago was appointed in July 2014 by President Robert J. Zimmer and Provost Eric D. Isaacs “in light of recent events nationwide that have tested institutional commitments to free and open discourse.” The Committee’s charge was to draft a statement “articulating the University’s overarching commitment to free, robust, and uninhibited debate and deliberation among all members of the University’s community.”*

*The Committee has carefully reviewed the University’s history, examined events at other institutions, and consulted a broad range of individuals both inside and outside the University. This statement reflects the long-standing and distinctive values of the University of Chicago and affirms the importance of maintaining and, indeed, celebrating those values for the future.*

From its very founding, the University of Chicago has dedicated itself to the preservation and celebration of the freedom of expression as an essential element of the University’s culture. In 1902, in his address marking the University’s decennial, President William Rainey Harper declared that “the principle of complete freedom of speech on all subjects has from the beginning been regarded as fundamental in the University of Chicago” and that “this principle can neither now nor at any future time be called in question.”

Thirty years later, a student organization invited William Z. Foster, the Communist Party’s candidate for President, to lecture on campus. This triggered a storm of protest from critics both on and off campus. To those who condemned the University for allowing the event, President Robert M. Hutchins responded that “our students . . . should have freedom to discuss any problem that presents itself.” He insisted that the “cure” for ideas we oppose “lies through open discussion rather than through inhibition.” On a later occasion, Hutchins added that “free inquiry is indispensable to the good life, that universities exist for the sake of such inquiry, [and] that without it they cease to be universities.”

In 1968, at another time of great turmoil in universities, President Edward H. Levi, in his inaugural address, celebrated “those virtues which from the beginning and until now have characterized our institution.” Central to the values of the University of Chicago, Levi explained, is a profound commitment to “freedom of inquiry.” This freedom, he proclaimed, “is our inheritance.”

More recently, President Hanna Holborn Gray observed that “education should not be intended to make people comfortable, it is meant to make them think. Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish in an environment of the greatest freedom.”

The words of Harper, Hutchins, Levi, and Gray capture both the spirit and the promise of the University of Chicago. Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, the University of Chicago fully respects and supports the freedom of all members of the University community “to discuss any problem that presents itself.”

Of course, the ideas of different members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University’s commitment to a completely free and open discussion of ideas.

In a word, the University’s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University’s educational mission.

As a corollary to the University’s commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest

speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

As Robert M. Hutchins observed, without a vibrant commitment to free and open inquiry, a university ceases to be a university. The University of Chicago's long-standing commitment to this principle lies at the very core of our University's greatness. That is our inheritance, and it is our promise to the future.

Geoffrey R. Stone, Edward H. Levi Distinguished Service Professor of Law,  
*Chair*

Marianne Bertrand, Chris P. Dialynas Distinguished Service Professor of  
Economics, Booth School of Business

Angela Olinto, Homer J. Livingston Professor, Department of Astronomy and  
Astrophysics, Enrico Fermi Institute, and the College

Mark Siegler, Lindy Bergman Distinguished Service Professor of Medicine and  
Surgery

David A. Strauss, Gerald Ratner Distinguished Service Professor of Law

Kenneth W. Warren, Fairfax M. Cone Distinguished Service Professor,  
Department of English and the College

Amanda Woodward, William S. Gray Professor, Department of Psychology  
and the College

May 4, 2016

# Lehman Budget Committee Report

## Joint committee of Senate and FP&B Budget and Long-Range Planning

<b>Senators</b>	<b>FP&amp;B members</b>	<b>Administration</b>	<b>Students</b>
Haiping Cheng (Chair)	Dene Hurley	Vincent Clark	Gabir Kaid
Martha Whetsell	Tomohisa Hattori	Anny Morrobel-Sosa	
Rossen PetKov	Carl Mazza	Bethania Ortega	
Raziyegul Sonmez	Yuri Gorokhovich		
Joseph Fera	Victoria Sanford		
James Mahon	Serigne Gningue		

## Draft new OPTS allocation

(for discussion only)

Based on VP Clark 4/7/2016 report

Departmental OPTS = \$1,500 + \$20 x Student FTE + \$100 x Faculty FTE\*

Projected FY2017 Departmental OPTS

-Dept average will be \$9, 484, increased from \$4111

-No reduction for any Department.

School OPTS = \$5,000 + \$10 x Student FTE

Projected FY2017 Dean's OPTS

-average will be \$24,908, decreased from \$45, 263

\*Faculty FTE = Full time faculty + adjunct FTE (27 credit/year)

# Lehman Budget Committee Report

Based on VP Clark's budget report on April 20, 2016

## 2016 Budget

**NY State Funding \$ 92.1 M**  
 (after the 3% (\$2.5M) reduction)  
 \$2.9M increase due to exceeding enrollment target

**Saving/last year \$5.1 M\*\***

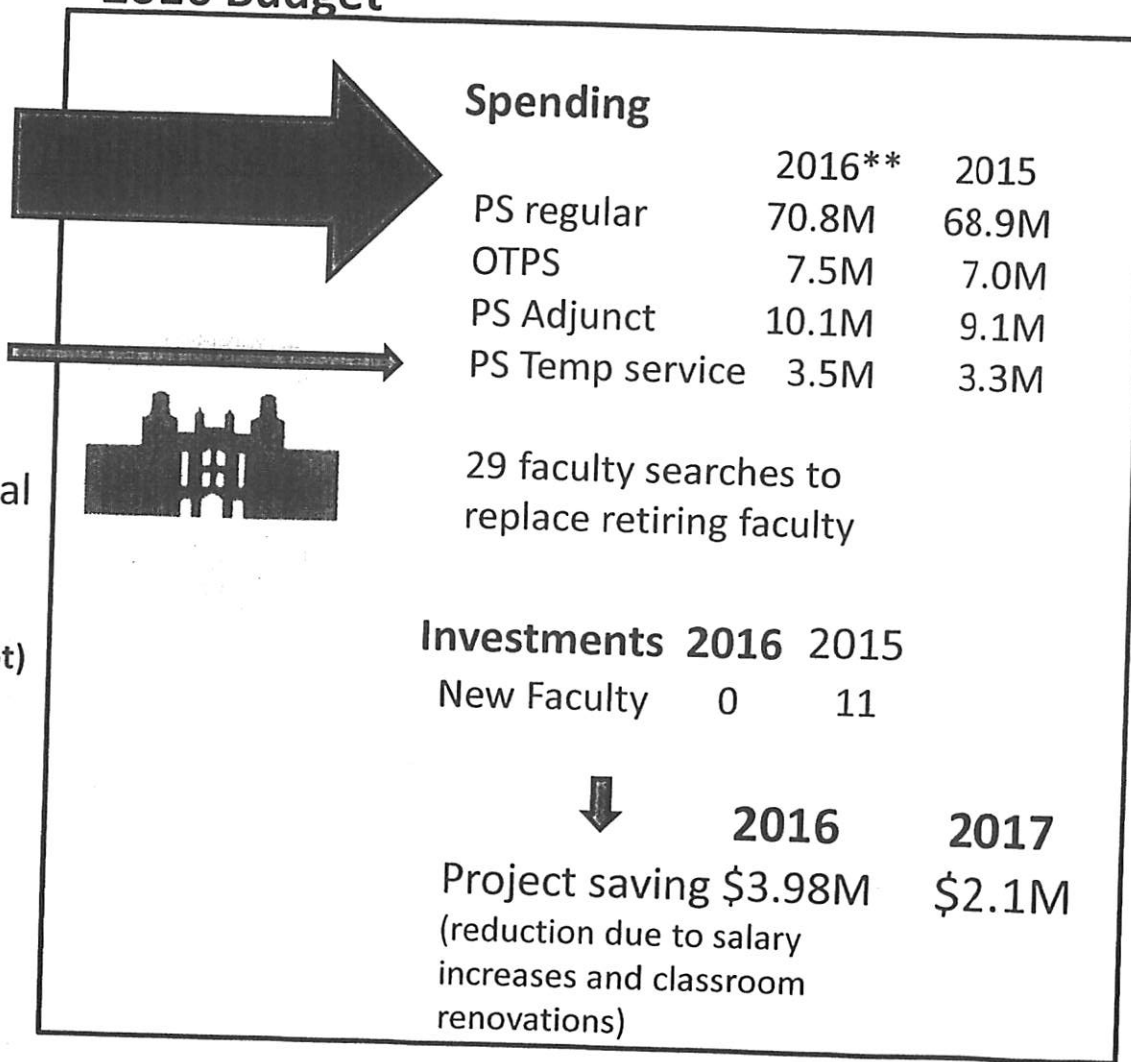
**CUNY Compact (NY State investment)**  
 \$2.76 M Hold up at CUNY central

### 2017 Budget

-No CUNY Compact (NY State investment) due to no tuition increase

-Projecting \$1.6M cut in Lehman Budget

To do  
 Increase enrollment



\*energy saving + personnel reduction  
 \*\*changes compared to 2015